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ABSTRACT

The six career education projects evaluated in this report were a computerized counsel or support system (Willow Brook High School); a career education model, grades 7-10 (Chicago State University and School District 143 1/2); a career education resource laboratory (Eastern Illinois University); career education K-12 (East St. Louis); a career education film (Southern Illinois University); and an annotated bibliography for career education (Southern Illinois University). Information gathered through interviews, on-site visits, surveys, and questionnaires is presented for each project in the following format: organization and purpose, process, problems, and outcomes. Each project is also accompanied by an evaluation schema showing objectives, activities, evaluative procedures, and findings. Conclusions and recommendations are presented as well as a table comparing benefits, costs, and recommendations for all six projects. A fifty-nine page appendix contains a list of materials developed for the projects, samples of survey forms, evaluation instruments, correspondence, and guidelines for a newsletter. (BL)

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ED145237

FINAL REPORT

Project Number V3611005L
Grant Number OEG-0-73-2979

A THIRD-PARTY EVALUATION of SIX CAREER EDUCATION PROJECTS

Conducted Under
Part C of Public Law 90-576

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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STATE OF ILLINOIS
BOARD OF VOCATIONAL EDUCATION AND REHABILITATION
DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION
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SECTION I
PURPOSE

GENERAL

In 1970, the Illinois Research and Development Unit of the Division of Vocational and Technical Education (DVTE) established action-plan priorities directed toward "Relevancy", "Accountability" and "Career Education." These priorities were established for Illinois before Dr. Sidney P. Marland, Jr. gave his famous speech, "Career Education Now." During his speech, Dr. Marland announced that career education "will be one...priority area in which we intend to place maximum weight of our concentrated resources to effect a thorough and permanent improvement."

ILLINOIS FY '72 INVOLVEMENT

Illinois has taken this priority, using adequate planning and management techniques, and moved ahead. In FY '72, using Discretionary Funds from Part C of the Vocational Act of 1963 (as amended), three additional career education projects were funded.

These projects, while being unique, diverse, and completely dissimilar, all approached the basic problem of preparing students to function in a real-world environment.

Our firm, Success Research Consultants, Inc. (SRC), was selected to perform the "Third-Party Evaluation" for the three projects. These projects were:

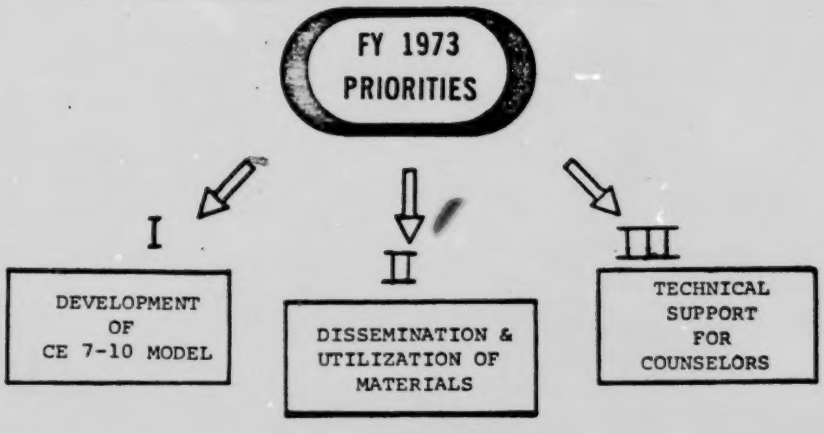
1. Project ABLE; which has continued as a major change-force in the curricular reform movement.

2. CDCP (Career Development for Children Project): resulted in commercial publication of a multi-media set of Career Education materials for grades K-6. These materials published by McKnight & McKnight are expected to make a major contribution to Career Education.

3. Career Education 9-12 caused significant revision to vocational education in the Peoria, Illinois school system.

CONTINUED ILLINOIS INVOLVEMENT

In 1972/73, DVTE initiated a survey to 302 educators to identify the major FY 1973 priorities. The figure below depicts the three major priorities.



As a result of the identification of these three priorities, DVTE applied to OE/Washington for funding of eight local projects. The projects were funded. This document reports on six of these projects. Table I-1 (on the following page) lists the projects under the applicable priority. Note that four projects are funded under Priority II while Priorities I and III each have one project funded.

OBJECTIVES

The objectives undertaken and met by the evaluation include:

1. To identify the actual and potential impact of three Career Education projects in terms of educational effects, administration and student and community impact.

2. To indicate how the components of each separate project relate to each other.

3. To indicate the consequences of changing a project component in terms of the effect upon the project as a whole.

4. To identify and report the significant outcomes of each project.

5. To identify and report the growth and development of each project throughout the contract period.

LIST OF PROJECTS
(By Priority)

	PROJECT	SOURCE	DIRECTOR	FUNDING
PRIORITY I (Development)	"The Development of a Career Education Model for Grades 7-10"	Chicago State University and District 143½ (Posen-Robbins)	Richard Kamowski	DVTE $ 99,846 LOCAL 21,250 TOTAL $120,096
PRIORITY II (Dissemination)	"Career Education Resource Laboratory"	EIU (Charleston)	Carol Sanders	DVTE $ 45,000 LOCAL 38,187 TOTAL $ 83,187
	"A 15-30 Minute Film Based on Illinois Developments in Career Education"	SIU (Carbondale)	Craig Hinde	DVTE $ 24,345 LOCAL 30,466 TOTAL $ 54,811
	"...Annotate the Body of Literature ... in ... Career Development and/or Career Education"	SIU (Carbondale)	Larry Bailey	DVTE $ 10,000 LOCAL 1,278 TOTAL $ 11,278
	"East St. Louis Career Education Project"	District #189 (East St. Louis)	James E. Little	DVTE $ 45,000 LOCAL 15,720 TOTAL $ 60,720
PRIORITY III (Technical Support)	"Counselor Support System"	District #88 (Willowbrook High School)	Jo Ann Harris	DVTE $ 75,000 LOCAL 7,500 IBM 75,000 TOTAL $157,500

TABLE I-1

ORGANIZATION OF FINAL REPORT

This report is organized to answer the following questions:

	QUESTION	SECTION	TITLE
1.	Why was the evaluation done?	I	PURPOSE
2.	How is this Final Report organized?	I	PURPOSE
3.	What was done and how?	II	METHODOLOGY
4.	What was learned?	III	FINDINGS
5.	What conclusions were reached?	IV	CONCLUSIONS
6.	What recommendations can be made to DVTE?	V	RECOMMENDATIONS

SECTION II
METHODOLOGY

GENERAL

This section presents what was done and operationally how it was done. It contains four parts, which are:

- General
- Operational Phases
- Major Activities and Accomplishments
- Data Reduction Techniques

OPERATIONAL PHASES

The evaluation operational phases included:

1. Project Setup
2. Phase I - Initial Analysis
3. Phase II - Interviews & Data Collection
4. Phase III - Analysis & Synthesis of Data
5. Phase IV - Preparation of Final Report

MAJOR ACTIVITIES AND ACCOMPLISHMENTS

1. Committed key staff.

2. Met with R&D Unit staff for initial orientation.

3. Met with evaluative staff at SRC, Tinley Park, Illinois for review of contract requirements.

4. Met with evaluative staff at SRC, Tinley Park, Illinois to present known data on the six projects to be evaluated.

5. Reviewed "Evaluative Schemas" for the six projects.

6. Assigned personnel to the sites, as follows:

   a. All sites - Fredric A. Clark (Evaluator)
   b. Willowbrook - Mr. Kenneth Webster

c. Posen - Ms. Ruth Crooks
d. Charleston - Fred Clark
e. East St. Louis - Fred Clark/Dr. Ignas
f. Carbondale: 2 sites - Fred Clark

7. Started initial data acquisition phase. Data gathered from the projects included:

   a. Project Proposals
   b. Correspondence
   c. Developed Materials, including:
      (1) Special Reports
      (2) Model Documents
      (3) Scripts
      (4) Material Lists
      (5) Staff Training Items
      (6) Curriculum Items
      (7) Brochures
      (8) Procedures
      (9) Evaluative Plans
   d. Quarterly Reports

8. Visited each site regularly.

9. Gathered formative data from each site on each visit.

10. Attended special project meetings with DVTE as follows:

    a. East St. Louis Meeting on Project Activities
    b. FIU-DVTE Meeting on Dissemination (April 5, 1974)
    c. CSU-DVTE Meeting on Project Problems (April 23, 1974)
    d. East St. Louis Meeting on Evaluative Processes (May 11, 1974)
    e. SIU-Film Meeting on Delay in Schedule.

11. Sent a four-person evaluative team into East St. Louis for data gathering. Data gathered on May 21-22, 1974. Samples of the forms are shown in Appendix.

12. Reviewed past evaluative efforts on projects at special SRC evaluative meeting on May 30, 1974.

13. Compiled lists of data collected from all projects.

14. Met with Carole Sanders of CERL. Evaluated alternative schemas for distribution modes and for dissemination strategies.

15. Attended CERL Staff Training Seminar at EIU.

16. Traveled to SIU and met with the Project Directors of the Annotated Bibliography and the Career Education film.

17. Visited East St. Louis to establish criteria for reporting results of the May interviews.

18. Designed and implemented evaluation of CSU/Posen ICEM Symposium. Samples of the instruments are located in the Appendix.

19. Reduced and presented results from East St. Louis interviews.

20. Reviewed SIU/CE Film, "A Rose By Any Other Name."

21. Designed an evaluation strategy. Instrument is shown in Appendix. Evaluation of the film was to cover:

    a. Viewer Profile
    b. Subjective Viewer Evaluation
    c. Behavioral Changes (using pre-post test) in:
        (1) Technical Knowledge of CE
        (2) Self Perception of Teaching Role

22. Field-tested SIU/CE film in seven school locations. Sample represented the following types of districts:

    a. Rural-Suburban-Urban
    b. Minority-Majority
    c. Small-Large
    d. Elementary-Secondary-Unit

23. Reduced questionnaire data from each project.

24. Reviewed Final Reports from each project.

25. Analyzed results.

26. Synthesized findings and recommendations.

27. Prepared draft of Final Report.

28. Reviewed, revised and published Final Report.

DATA REDUCTION TECHNIQUES

The evaluation effort involved collection, reduction and analysis of the following types of data:

1. Documents
2. Printouts
3. Site Visit Notes
4. Instrument Responses
    a. Subjective
    b. Objective

ANALYSIS OF DOCUMENTS

The documents listed in Appendix A were collected and reviewed for intent, audience, content, application, and usability. Appendix B contains the results of the initial review. Data from this review process was used to formulate results and findings.

COMPUTER PRINTOUTS

Computer printouts were provided by Eastern Illinois University's project CERL. These printouts showed:

1. Results of a Staff and Student Survey
2. Results of an Employer Survey

Lists of perceptions, needs and placement opportunities were prepared.

SITE VISIT NOTES

The SRC staff visited each of the project sites on many occasions. After each trip, a visit report was prepared, reviewed by other SRC staff members, amended or improved, and placed in the project file.

INSTRUMENT RESPONSES

Two types of instruments were used:

1. Interview forms
2. Questionnaires

Both of these forms collected subjective and objective data.

Subjective Data Reduction

Responses to individual questions were grouped and analyzed. Specific elements of each response were identified and documented on cards. Once all elements were reduced to cards, the cards were grouped and a frequency distribution of the elements was produced.

The elements were ranked by frequency so they could be analyzed in terms of the most significant response-elements. This response data was then put into tabular form for further comparison and analysis.

Objective Data Reduction

The questionnaires containing objective response data were sorted in various categories (e.g., staff type, experience, etc.) before the data reduction was started.

On an item-by-item basis, the responses were manually tabulated, producing either a frequency distribution or a weighted average score.

See Sections III and IV for results.

SECTION III
FINDINGS

GENERAL

This section presents the answers to the question, "What did we find out?" It includes two major parts, which are:

- Project-by-Project Analysis (6 Projects)
- Comparative Analysis of Impact

PROJECT-BY-PROJECT ANALYSIS

This part is divided into six subparts; one subpart for each of the projects:

Subpart 1 - Counselor Support System (Willowbrook High School)
Subpart 2 - Career Education Model, Grades 7-10 (CSU/Posen)
Subpart 3 - Career Education Resource Laboratory (EIU)
Subpart 4 - Career Education Project (East St. Louis)
Subpart 5 - Career Education Film (SIU)
Subpart 6 - Annotated Bibliography for CE (SIU)

The report on each subpart presents four types of information.

- Organization and Purpose
- Process
- Problems
- Outcomes

The Process element in each subpart contains a formative evaluation summary chart. See Tables III-1,2,3,4,5 and 6. These charts relate each project Objective to the planned Procedure and Evaluation Design. It also relates the Findings for each objective, procedural step and evaluative element.

PROJECT DISCOVER (Willowbrook High School/IBM)

Organization and Purpose

This project was designed to provide relief for counselors through the development of supportive services for occupational counseling through mechanical (technological) innovations. A complete system was designed to provide the maximum amount of occupational information giving time for the students and relieving the counselor of non-student oriented occupational guidance activities.

The system was called "Project Discover."

IBM, by contractual agreement, provided $75,000.00 of supporting services.

It was expected that the "CVIS" system would be used as the base for further design.

The project staff did:

1. Study different designs for counselor support systems.
2. Compare traditional guidance costs against mechanized information systems cost.
3. Select a model for combining traditional guidance programs and mechanized systems components. The system will fit into the traditional counseling situation, for counselor use in the school.

4. Develop a field-test implementation plan for the counselor support system.

5. Recommend initiation of the counselor support system in school districts (based on evaluation results).

Process

The Project Objectives, Activities, Evaluative Procedures and Findings are shown in Table III-1. All the objectives were successfully met.

Problems

None identified or reported.

Outcomes

Two documents were produced. They were:

1. Final Report
2. Project Discover/CVIS Design Guide (2 Volumes)

OBJECTIVES	ACTIVITIES	EVALUATIVE PROCEDURES	FINDINGS
I Establish capability and identify model needs	A. Identify team. B. Select team. C. Prepare plan. D. Study CSS designs	A. Interview team members. B. Interview team members. C. Review and analyze plan: 1. specific objectives 2. definition of product System requirements: 1. functions 2. volume 3. flow (procedural and data) 4. control 5. timing 6. inter/extra-system relationships D. Review process and products.	A. Project Staff identified. B. Staff interviewed. C. 1. Objectives specified. 2. Product (computer program) identified. 3. System requirements well documented. D. 1. Process design viable. 2. Products design viable.
II Study system alternatives	A. Postulate alternative solutions. B. Evaluate alternatives: 1. cost 2. functions 3. software	A. Review alternatives. Criteria used: 1. scope 2. application 3. flexibility 4. accessability 5. future equipment requirements forecasted B. Review and analyze evaluation criteria and methodology. Does criteria include: 1. validity (Is it tested?) 2. transferability? 3. usability? 4. completeness?	A. Alternatives considered during Phase I. Criteria well documented. B. Methodology validated by evaluator and consultants (guidance, programming and hardware experts.)
III Design system	A. Select alternative to be used. B. Produce document which contains: 1. conceptual design 2. components contained 3. data file requirements 4. software requirements 5. hardware requirements 6. materials (A/V, manuals, etc.) 7. implementation plan 8. projected cost 9. evaluation plan	A. Document selection. B. Establish criteria for final model evaluation and review model. C. Evaluate final model per criteria.	A. Alternative well documented. B. Criteria well documented. C. 1. Final Report was produced. 2. A two-volume design report (specification) was produces. It contains a full description, flow charts and other programming information. It can easily be added to an existing IBM 360-70 capability. NOTE: The Project Director, Dr. JoAnn Harris has left Illinois: our loss.

Table III-1

EVALUATIVE SCHEMA

CAREER EDUCATION MODEL, Grades 7-10
(Chicago State University and Posen/Robbins District 143½)

Organization and Purpose

This was a curriculum and materials development project directed at grades 7-10 (middle school). It was primarily concerned with:

1. Performing a literature search to identify pre-developed CE materials.
2. Reviewing these materials for applicability.
3. Identifying areas in which materials should be developed.
4. Developing a system (continuum) of measurable behavioral objectives.
5. Designing a grades 7-10 implementation model which used CE materials and behavioral objectives identified above.
6. Sponsoring a CCEM teachers-orientation seminar.
7. Testing and evaluating the system and model in 2 to 5 classrooms.

Process

The CSU/Posen Project Objectives, Activities, Evaluative Procedures and Findings are presented in Table III-2. Note that, while many of the process items were completed, the project did not produce a viable product.

OBJECTIVES	ACTIVITIES	EVALUATIVE PROCEDURES	FINDINGS
I Search and identify prepared and tested materials for grades 7-10 (middle school)	A. Establish Task Force.	A. Analyze composition of Task Force. Document comments.	A. Group composition representative of educational community.
	B. Identify sources 1. Curriculum Projects 2. Publications 3. Clearing Houses 4. Associations 5. Agencies	B. Analyze search. Analyze identification methodology results. Document findings and comments.	B. Search was comprehensive.
	C. Identify materials from sources.	C. Analyze identification methodology. Document comments.	C. Materials were identified.
II Assemble and review CE: a. curriculum guides b. teaching guides c. instructional d. other instructional sources to determine what kinds of materials can be adopted to a middle-school career-education program. (Some activities occur simultaneously with Objective III activities)	A. Obtain materials.	A. Analyze methodology. Analyze list of materials. Document deficiencies.	A. 1. Materials were acquired from 96% of the identified sources. 2. The DVTE and CSPI curriculum resources were adequately utilized.
	B. Review materials for: 1. application 2. validity 3. transferability 4. accessibility 5. accomplishment 6. comprehensiveness NOTE: The review strategy is depicted in figure III	B. Analyze rationale. Analyze process. Are materials: 1. directed toward 7-10? 2. tested? 3. manageable by staff? 4. available? 5. usable by kids? 6. complete?	B. 1. Review of materials was comprehensive. 2. The Assistant Director diligently documented the review; however, the third Project Director did not utilize these resources.
	C. Classify materials by approach 1. Occupation - centered 2. Technology - centered 3. Industry - centered	C. Analyze classification rationale. Analyze results. Document findings.	C. No information on a classification system was available to the evaluator. Probably was not used.
	D. Document acceptable materials.	D. Analyze content per 5.a-e above. Document results.	D. An exceptionally-complete set of acceptable materials were identified; however, these findings were not used by the project to complete their materials.
	E. Document areas where no data exists 1. grade level 2. approach	E. Analyze results. Document findings.	E. No deficiency list was prepared by the project; however, the evaluator and DVTE staff identified a shortage of grade 9 and 10 materials.
	F. Prepare Report for DVTE.	F. Review report. Analyze contents. Document findings.	F. No formal report on the data search, review and analysis was prepared.
III Create or utilize behavioral objectives for the 7-10 grades. (Also includes grouping and organizing and data gathering for Implementation Guide)	A. Review results of I and II above.	A. Analyze process.	A. Review not undertaken by third Project Director.
	B. Identify applicable material.	B. Review list. Document findings.	B. Not done.
	C. Develop measurable behavioral objectives covering: 1. Cognitive domain 2. Affective domain 3. Psychomotor domain	C. Observe actual developmental process. Document process. Review working documents. Analyze content of behavioral objective: • measurable? • format acceptable? • objective/subjective?	C. 1. Non-measurable objectives developed for grades 7 & 8. 2. Objectives for affect and psychomotor behaviors not developed. 3. No objectives developed for grades 9 and 10.
	D. Organize objectives by: 1. Grade Level 2. Career Cluster	D. Document coverage. Produce graph/schema/etc. Analyze completeness. Review application to Illinois clusters. Document findings.	D. Grade 7 and 8 objectives were organized into five Illinois clusters; however, they did not adequately depict the scope or content required.
	E. Gather data for Implementation Guide for Curriculum Materials.	E. Review data. Analyze content (Does it reflect the CCEM (Ohio State) requirements?) Document findings.	E. 1. Implementation Guide for staff was adequate as prepared. 2. Classroom mechanics were defined.

IV Develop, evaluate and disseminate a workable and economically feasible CE model for middle schools.	A. Screen sites.	A. Review selection criteria.	A. 1. Sites well selected. 2. Minority representation adequate.
	B. Select sites.	B. Observe process.	B. Adequate selection process used.
	C. Select classes.	C. Analyze selections.	C. Adequate selection process used.
	D. Prepare and conduct pre-service and in-service workshops.	D. Attend sessions • Were objectives defined? • Did content approach objectives? • Was adequately planned? Document findings.	D. 1. Workshop was well structured. 2. Objectives stated, but were non-measurable. 3. Content approached classroom implementation. 4. Adequate planning apparent.
	E. Develop Model 1. Formative evaluation criteria 2. Summative evaluation criteria 3. Modules	E. Review module-by-module • scope, content & sequence • materials used • test items • readability Document findings.	E. 1. Scope limited to grades 7 & 8. 2. Materials and process did not approach problem of "bridging" the elementary-secondary gap. 3. Technical content unacceptable! Review by DVTE and Career Education specialists resulted in a "DO-NOT-USE" recommendation. 4. Test items inadequate, objectives not measurable. 5. Materials references adequate 6. Readability unacceptable. The FOG index was applied to 6 units. FOG index trials resulted at levels 16.2, 14.0, 13.1, 12.9, 11.4, and 10.7. In addition, the grammer, structure and vocabulary was found deficient.
	F. Implement in classroom 1. Test each module 2. Revise as necessary	F. • Pre-test/Post-test • 80/80 or ? • Readability	F. Field-test in the classroom was unstructured. The teachers were told to use the materials. They reported them "easy-to-use", but no specific evaluative information was gathered. The Third-Party Evaluators attempts to aid in the field-test were dismissed by the Project Director.
	G. Prepare final "Implementation Guide".	G. Document Criterion Reference. Review Content. Analyze scope and application. Review test results. Document Findings.	G. The initial Guide was not revised. Although usable in its' original form, a revision would have improved it.

TABLE III-2

EVALUATIVE SCHEMA

Problems

The CSU/Posen Project suffered from a host of problems, mostly due to two changes in the project management. The proposed Project Director was not available, so an alternate Director was hired. When she found the Project troublesome, she resigned. At this point, the Project was five months behind schedule. The third Project Director never had a chance.

Chicago State University should have, in the evaluator's opinion, taken a more direct role in project operations.

Outcomes

The resultant product was a set of occupational information booklets designed for grades 7 and 8. The negative conclusions about these materials include:

1. The technical information in the booklets is incorrect and misleading.
2. The student objectives are overly optimistic non-measurable and therefore unattainable.
3. The reading level of the materials is too high to 7 and 8 grade students.
4. The literary style (grammer, etc.) is unacceptable.

The positive conclusions about these materials include:

1. They were arranged into the five Illinois Career Clusters.

2. They were consistent in format and style.

3. A "Teachers-Guide" was included.

However, this evaluator must recommend that these materials not be disseminated, unless they are technically validated, edited and rewritten.

CERL: CAREER EDUCATION RESOURCE LABORATORY (EIU)

Organization and Purpose

This project was a feasibility study. The study utilized "Task Force" representing 32 rural elementary schools to determine the need for a Career Education Resource Laboratory. The Task Force did:

1. Discuss the possible nature and scope of a centralized Career Education resource laboratory.

2. Identify needs of teachers, administrators, parents and students, industry and business as indicated on opinion surveys.

3. Identify the material needs for implementation of a Career Education resource laboratory.

4. Develop a systematic plan for the optimum use of speakers, consultants, media aids, and materials in the regional laboratory.

5. Indicate immediate and long range goals of the proposed resource laboratory.

6. Prepare an in-depth report of the analysis of the area with recommendations for furthering career development activities in the area.

7. Determine the feasibility of utilizing computer-based instructional techniques as a method of providing coordinated career planning from one central source.

When the Task Force study was complete, the project staff identified occupational clusters which match specific local needs and compiled career development activities for each instructional level.

No curriculum development was planned, for the project was to utilize existing materials.

Process

The CERL Objectives, Activities, Evaluative Procedures and resultant Findings are shown in Table III-3. As shown, CERL approached and accomplished all their stated objectives.

Problems

None identified or reported.

Outcomes

1. An excellent "needs-assessment" mechanism was developed, tested, implemented and validated. See the Appendix for sample instruments.

2. Real "needs" were identified for students and teachers and rural schools.

3. The Task Force decided that CERL should develop a "process" or informational approach to helping elementary schools, rather than being a "materials supplier."

4. CERL staff designed, developed, and presented a summer workshop for LEA instructional counseling and administrative staff. During this workshop, 41 individual CE curriculums were developed by the participants. An analysis was done. See the Appendix.

5. CVIS was installed at EIU and is available to all interested schools in the area. A demonstration site was established at Charleston High School. The evaluator field-tested the program and found it responsive to the needs of non-college-bound, as well as college-bound students.

OBJECTIVES	ACTIVITIES	EVALUATIVE PROCEDURES	FINDINGS
Setup Project/Planning	A. Hire project staff.	A. Review Vitae and interview staff.	A. Staff well selected; competent, educated, knowledgeable, willing; no other responsibilities assigned.
	B. Contact EISDC.	B. Document dissemination technique.	B. Contact performed by letter; follow-up adequate.
	C. Notify other participant agencies.	C. Document dissemination technique.	C. Contact performed by letter; follow-up adequate.
I Determine the need for a Career Education Laboratory	A. Establish a Task Force 1. Design application form. 2. Mail invitation to 12 schools in EISDC. 3. Receive applications. 4. Select personnel representing: a. K-6 b. 7-9 c. 10-12 d. Teachers/counselors	A. 1. Review and analyze form. 2. Review list for completeness. 3. Analyze method of acknowledging and documenting responses. 4. Review and document selection criteria.	A. Task Force established; representative of educational community.
	B. Discuss CE needs.	B. Attend meetings. Document findings.	B. This projects' Task Force was one of the most productive advisory groups with which the evaluators have worked. The Project Staff provided support, guidance, but did not manipulate the Task Force.
	C. Document need for CE resource lab.	C. Review Task Force. Document findings.	C. Task Force members approved the projects proposed structure, process and outcomes (as did the evaluator).
II • Study available career opportunities • Establish a set of career clusters reflecting opportunities	A. Collect data on jobs.	A. Review data sources used.	A. Project used all known resources (government, local business, industry, and community organizations).
	B. Gather and reduce survey data.	B. Review methodology.	B. Mail survey was followed up by personal contact.
	C. Establish applicable clusters.	C. Analyze and document criteria used.	C. Data was not processed on a "cluster-by-cluster" basis; Not needed.
	D. Publish lists.	D. Review lists. Document findings.	D. 1. Information programmed into CVIS. 2. CVIS program viable for college-bound and non-college bound students.

III Coordinate: • educational institutions • potential employers • students • parents • unions • radio/TV	A. Develop opinion surveys for: 1. Students 2. Teachers 3. Administrators 4. Parents 5. Industry 6. Business	A. Review and analyze instruments.	A. Instruments excellent. Multi-level approach well administered.
	B. Gather and reduce data.	B. Analyze methodology.	B. 1. Data reduction done by EDP methods. Analysis done by "hand". 2. Final results well documented and later used in workshop to orient participants.
	C. Design a "Communications Plan".	C. Review Plan.	C. 1. A "workshop" for participating school personnel was designed. 2. Participants objectives, activities and outcomes well defined.
	D. Implement "Communications Plan".	D. Review Plan.	D. The workshop was well planned and implemented, over 98% of the participants completed all the objectives.
	E. Gather information on career education and career development materials and equipment.	E. Review listings. Document findings.	E. Materials were documented. These materials are now available to participating schools.
IV Determine Components of CE Resource Laboratory: • materials • equipment • consultants • computer (CVIS) • mobile unit	A. Review materials and equipment (Task Force).	A. Analyze methodology.	A. 1. The Task Force was presented with <u>all</u> available findings. 2. Project Director correctly presented various options and made appropriate recommendations. EXCELLENT OVERALL.
	B. Select materials and equipment (TF).	B. Analyze selection criteria Review selections against needs (See Objective I)	B. The Task Force made direct recommendations from the alternatives presented. No descension was apparent.
	C. Document model CE Resource Laboratory.	C. Review and analyze model for: 1. application (K-12?) 2. validity (tested?) 3. transferability (manageable by staff?) 4. accessibility (materials available?) 5. accomplishment (usable by kids?) 6. completeness (meets needs?) Document findings.	C. 1. CERL implemented at K-8 level (at recommendation of DVTE and evaluator). 2. The CERL newsletter was field-tested and evaluated as technically adequate, transferable, usable and complete. Overall, the CERL Project Staff performed in an exemplary manner, furthering career education and promoting needed curricular reform in rural schools.

TABLE III-3

EVALUATIVE SCHEMA

6. A CERL newsletter entitled, "TO BE OR NOT TO BE" was designed. It will serve 39 school systems, and be directed toward K-12 teachers and students. The project staff prepared Content Guidelines. (See Appendix for a copy of these guidelines.)

CAREER EDUCATION K-12 PROJECT (East St. Louis)

Organization and Purpose

This Project developed and implemented a school-wide career-education based curriculum. This effort required a complete administrative reorganization. Career Education was to be the overall unifying force for a district plagued by problems.

The major phases of the Project were:

1. Analysis of Needs
2. Design of Career Education Program
3. Implementation of Career Education Program
4. Evaluation, Updating and Maintenance

The resulting Career Education program embraced the concept of "Career Development" as defined by Dr. Larry J. Bailey at SIU. It also involved the complete career spectrum on an occupational basis.

The Project approached the needs of college-bound and non-college bound students, and focused on the process a school district goes through to implement a Career Education project.

Process

The Projects Objectives, Activities, and Evaluative Procedures are documented in Table III-4. Also shown are the evaluative Findings.

OBJECTIVES	ACTIVITIES	EVALUATIVE PROCEDURES	FINDINGS
I Analysis of Needs	A. Establish Advisory Councils.	A. Review and analyze composition.	A. Appropriate; representative of community.
	B. Define present situation.	B. Review process.	B. Definition acceptable.
	C. Study concept of Career Education.	C. Review process.	C. Process and resultant concept considered Career Education developmental stages.
	D. Establish educational objectives.	D. Analyze objectives 1. Directed toward project objectives? 2. Measurable? 3. Obtainable?	D. 1. Activities appropriate. 2. Objectives not measurable; however, activities were.
	E. Identify available resources.	E. Review process.	E. Resources identified: apparently limited in East St. Louis.
II Design of CE Program	A. Finalize educational objectives.	A. Analyze objectives 1. Complete (continuum)? 2. Measurable? 3. Objective vs subjective? 4. Process or product oriented?	A. Objectives for students accepted from L. Bailey's book.
	B. Document available resources.	B. Review list or file 1. Complete? a. grade level b. occupational 2. Usable?	B. Adequate planning information and consultation available and used.
	C. Plan 3 level program: 1. K-6 2. 7-9 3. 10-12	C. Analyze 3 level programs.	C. 1. Only one level implemented: K-6. 2. One "Career-Day" at one high school was implemented.
	D. Identify materials needed.	D. Review lists.	D. Materials list developed for teachers; included in lesson plans.
	E. Document final plan.	E. Evaluate plan (objectives vs activities)	E. Plan documented for K-6 using Project ABLE.

III Implementation of CE Program	A. Provide pre-service and in-service education.	A. Review lesson plans and staff objectives. Attend sessions - (Pre-test/Post-test attendees)	A. Staff development resulted in positive classroom performance.
	B. Use Advisory Councils.	B. Analyze coordination effect.	B. Effect not apparent.
	C. Provide CE materials and media.	C. Document actual utilization (number of students affected, etc.)	C. Utilization of materials and media in classroom was very sparse (not measurable).
	D. Rework lesson plans.	D. Review process (level of validation planned vs level attained)	D. Teachers lesson plans reflected Project ABLE concepts. Organization, in general, was excellent.
	E. Change instructional procedures.	E. Document change process.	E. Teacher classroom behaviors were modified. ABLE used.
	F. Provide placement services.	F. Analyze process. Interview students and employers.	F. No placement activities reported, identified or evaluated.
	G. Expand Work-Study.	G. Measure % of expansion. Interview students and employers.	G. Work-Study not expanded by Project. ZCEP was expanded.
	H. Expand counseling services.	H. Measure % of expansion. Report post vs present service.	H. Counselors did not attend sessions. They knew about the project, but did not understand career education.
	I. Provide tutoring.	I. Review system, student communications and staff support.	I. Limited tutoring. No evidence of expansion due to project activities.
IV Evaluation, updating and maintenance	A. Finalize evaluation system	A. Review and analyze new systems.	A. Project evaluation system not documented. Objectives not measureble. Implementation of CE was <u>process</u> oriented (ABLE). Elementary involvement excellent; 7 to 12 poor. No base-line data gathered; no comparative data available.
	B. Implement system.	B. Review and analyze process.	B. Process for grades K-8 adequate and viable.
	C. Change CE procedures, materials, etc. as necessary.	C. Identify changes. Classify changes. Document results of changes.	C. Changes in K-8 classrooms in four schools. Changes included: 1. Teacher behavior (K-8). 2. Re-oriented classroom processes, using ABLE concept. 3. Field-trips expanded. No data available on student impact.

TABLE III-4

EVALUATIVE SCHEMA

As shown, the project was successful in meeting their objectives.

SRC, the evaluator, sent a four-man evaluation team into the schools to gather information as to why this program was so successful. Success factors and broad areas of agreement were identified. See Appendix B for these factors.

Problems

1. There was limited implementation in grades 7-12.
2. Only four elementary schools were impacted.

Outcomes

1. Four elementary target schools reorganized their curriculum to include Career Education.
2. A "Career Day" was held for students, educators, business and community members.

The CE programs, especially the elementary-level activities were evaluated as successful.

Overall, this Career Education project had a unifying effect.

"A ROSE BY ANY OTHER NAME"
(SIU/Carbondale & Edwardsville Film)

Organization and Purpose

This project produced a 34 minute 16mm color-sound Career Education film directed toward a teacher audience.

The project staff defined the components of a comprehensive Career Education program. They then produced, edited and printed five copies of a 34 minute 16mm sound film directed toward a teacher audience. It described the concept of Career Education and showed various kinds of Career Education activities. The film defined Career Education and suggested wasy which teachers become involved in Career Education programs.

The project was implemented as follows:

1. The existing literature was reviewed to gather information on present Illinois Career Education activities.

2. A Project Advisory Council was established. It developed criteria for presenting Career Education information to a teacher audience. The Council provided accurate information on the level of Career Education knowledge in teachers.

3. A prototype instructional script was written. The film provided Career Education information to teachers.

4. A procedure was developed by SRC to evaluate the impact on teacher-audiences.

5. Alternative film audiences were identified and evaluated.

Process

The projects Objectives, Activities, Evaluative Procedures and Results are summarized in Table III-5.

Problems

1. Institutional Management.
   SIU-Carbondale acted to close down all film-making activities. Their move was to reduce university wide administrative expenses; however, this move made it impossible to complete their contractual agreement with DVTE. The university did solve the problem by transferring the production effort to the Edwardsville campus.

2. Schedule.
   A combination of problems, included the "cancellation" reported above resulted in a major schedule re-adjustments.

   SRC requested, and was granted, a no-cost extension to field-test the film with teachers, administrators, and parent groups.

Outcomes

A 34-minute film was produced. A field-test was performed. The results of the evaluation clearly revealed that it meets its objective "to motivate teachers to try Career Education."

The evaluation instrument is contained in Appendix B. It gathered data on:

1. Field-Test Profile (See Figure III-2)

OBJECTIVES	ACTIVITIES	EVALUATIVE PROCEDURES	FINDINGS
I Perform literature review on Illinois Career Education activities	A. Identify activities 1. completed 2. in-process 3. starting or planned B. Gather and review activity data	A. Analyze methodology. B. Analyze the produce (list, paper, etc.) Document findings.	A. Literature search completed using Dr. Larry Bailey's resources. Evaluated as excellent. B. Results of search undocumented.
II Review five (5) major projects underway	A. Identify projects (CDCP, ABLE, OCCUPAC, PEORIA, and Rockford). B. Analyze activities and elements. C. Document activities and elements.	A. Document final selection. B. Review product. C. Review product.	Projects identified, but not selected. Film Director recommended a "motivational" approach utilizing "bad guy-good guy" presentation of career education teaching techniques.
III Develop criteria for film content	A. Establish Advisory Council. B. Analyze teacher needs. C. Document criteria.	A. Review and analyze composition. Interview members. B. Review methodology. C. Review and analyze criteria: 1. Behaviors approached? 2. Measurable? 3. Application? 4. Levels? 5. Transferable?	A. Film Director developed script with Writers. Little input required from Advisory Council. B. Teacher roles well identified by Director and Writer. Objective of film was stated as, "motivate teachers to try career education." While this is a difficult concept for which to test, the evaluator felt as if viable measurements could be made on a pre-post basis.

IV Produce film	A. Develop script ideas. B. Write treatment. C. Draft script. D. Review script (Advisory Council). E. Revise as necessary. F. Casting. G. Assignment of Locations. H. Shooting & review of rushes. I. Edit (film-sound) J. Produce rough print. K. Review (Advisory Council). L. Reduce answer print.	A. Analyze application to III above. B. Analyze scope. C. Review treatment for application to teacher audience. D.-J. Document process used. It should approach objectives. K. View rough print. L. Document general responses and specific changes. Document findings.	Film Director handled all phases. No evaluation was allowed during production.
V Field Test	A. Select sites. B. Select control and experimental groups. C. Show film. D. Test experimental groups. E. Document responses.	A. Review selection criteria. B. Review selection criteria. C. Attend showing. D. Review instrument. E. Review results. Document findings.	A. Sites selected by evaluator: 1. Small-Large 2. Urban-Suburban-Rural 3. Minority-Majority 4. North-South B. Groups selected by evaluator: 1. Experienced-Inexperienced 2. Secondary-Post-Secondary 3. In-service-Pre-service C. Film presented by evaluator. D. Instrument administered by evaluator. E. Film met pre-determined criteria. Acceptable for teachers, administrators and parent groups.
VI Prepare Dissemination Plan	A. Recommend plan. B. Document recommendations.	A. Review plan and final recommendations. B. Document findings.	A. DVTE plan acceptable. Additional copies of film ordered. B. DVTE recommendations acceptable. Evaluator approves dissemination.

EVALUATIVE SCHEMA

TABLE III-5

Figure III-2
Field-Test Profile

Number of Groups/Schools:		7
Number of Participants:		78
Students Represented:		8466
Average Age: 35 years		
Sex: Female	=	75%
Male	=	25%
Title: Teacher	=	85%
Administrator	=	7%
Counselor	=	2%
Other	=	6%
CE Experience: None	=	58%
1 Year	=	18%
2 Years	=	4%
3 Years	=	11%
5 Years	=	4%
Over 5	=	5%

2. Film Aspects/Parts (See Figure III-3)
3. Participant Changes (Pre/Post Test)
    a. CE Knowledge (See Figure III-4)
    b. Role Perception (See Figure III-5)

All field-test participants rated the film extremely high. 97.7% correctly stated the objective of the film and 96% recommended it as an inservice training tool.

The evaluator recommends national dissemination of the film.

Figure III-3
Film Aspects/Parts
(Ranked)

Aspects/Parts	Score	Scale
Application	1.8	GOOD
Ethnic Bias (lack of)	1.9	to
Bank Sequences	1.9	
Opening	2.0	EXCELLENT
Classroom Sequences	2.1	AVERAGE
Music	2.1	
Introduction to CE	2.2	
Film Length	2.4	to
Title	2.5	
Sex Bias Lack	2.5	
Sound/Narration	2.6	
Stills	2.6	GOOD

NOTE: There were NO ratings in the "Below Average to Good" Range

Figure III-4
Changes in CE Knowledge
(Ranked)

Knowledge Area	Correct Response	Change Frequency*	% Change
CE is teacher-oriented rather than curriculum packaging	T	38	48.1
CE is career-oriented rather than job-oriented	T	28	35.4
CE is work-ethic rather than person-oriented	F	27	34.2
CE and Voc. Ed are conceptually identical	F	25	31.6
CE is difficult to incorporate into the curriculum	F	18	22.8
CE is directed toward the non-college bound student	F	17	21.5
CE develops unrealistic expectations in students	F	14	17.7
CE is a remedial program	F	8	10.3
CE is only implemented at the elementary school level	F	6	7.6
CE should include field trips and classroom visits	T	6	7.6

* This column reports the number of participants who correctly changed their pre-test responses, after viewing the film. 79 participants viewed the film.

Figure III-5
Changes in Role Perception
(Ranked)

Role Perception Descriptor Sets	Change Frequency*	% Change
Generalist/Specialist	54	68.4
Process/Materials	52	65.8
Dependent/Independent	52	65.8
Predicable/Unpredictable	51	64.6
Dominant/Submissive	49	62.0
Content/Person Orientation	48	60.8
Autocratic/Democratic	47	59.5
Predictable/Unpredictable	45	57.0
Objective/Content	42	53.2
Vocational/Technical	42	53.2
People/Things	41	51.9
Innovative/Traditional	38	48.1
Adaptable/Inflexable	38	48.1
Active/Passive	37	46.8
Organized/Disorganized	36	45.6
Dull/Stimulating	36	45.6
Effecient/Inefficient	36	45.6
Optimistic/Pessimistic	36	45.6
High Esteem/Low Esteem	35	44.3
Teaching/Learning	34	43.0

* This column reports the number of participants who changed their pre-test responses, after viewing the film. 79 participants viewed the film.

ANNOTATED BIBLIOGRAPHY (SIU/Carbondale - Bailey)

Organization

The project staff reviewed and synthesized research (published since 1970) in Research in Education, and Education Index dealing with career development. The synthesis resulted in the second Edition of the publication entitled, "Facilitating Career Development: An Annotated Bibliography" by Dr. Larry J. Bailey.

The methodology for the study consisted of identifying, procuring, and abstracting selected publications in Research in Education and Education Index, for inclusion into the final text.

Abstracted materials were organized according to the following proposed classification:

1. New and innovative Models and Techniques for Career Guidance, Counseling, and Placement.
2. Career Development Conferences.
3. Experimental, Exemplary, and Curriculum Development Programs: Local, State, Federal.
4. Gaming, Simulation and Career Guidance Kits.
5. Sources of Occupational Information and Orientation.

Process

Table III-6 presents an analysis of the projects Objectives, Activities, Evaluative Procedures and Findings.

Problems

None apparent.

Outcomes

The bibliography has been extremely well received and well recommended.

The evaluator reviewed over 500 mail requests for the bibliography and studied various distributions. The study included:

1. Type of Requesting Institution (Figure III-6)
2. Type of Requesting Personnel (Figure III-7)
3. State Frequencies (Figure III-8)

OBJECTIVES	ACTIVITIES	EVALUATIVE PROCEDURES	FINDINGS
I Review CE and CD literature and research	A. Identify selected publications from Research in Education and Education Index (March 70 - March 73)	A. Review selection criteria B. Review classifications: 1. Models and techniques a. Career Guidance b. Counseling c. Placement 2. Conferences 3. Experimental, Exemplary, and Curriculum Development Programs (Local, State, and Federal) 4. Gaming, Simulation and Career Guidance Kits 5. Sources of Occupational Information 6. Basic Reference Document findings	A. Sources adequate; supplemented by existing materials. B. Classifications usable. No alternatives suggested by evaluation; not needed.
II Synthesize the literature reviewed	A. Procure selected publications. B. Abstract selected publications. C. Classify abstracted publications.	A. Review methodology. B. Analyze abstracts. C. Review application and completeness classifications. Document findings.	A. Procurement activities complete. B. A majority of the abstracts were provided by Research in Education and Education Index. The remainder extracted from L. Bailey/SIU files. C. Career Education field adequately covered. Classifications usable by educators, researcher and curriculum materials developers.
III Annotate the body of literature	A. Review abstracted materials. B. Furnish critical or explanatory notes and comments	A. Analyze methodology. B. Analyze criteria. Review annotations. Document findings.	A. Methodology excellent. New abstracts clear and direct. B. Acceptable; no comment from evaluator.
IV Produce 2500 copies	A. Prepare Photo-ready copy. B. Print 2,500 copies. C. Bind 2,500 copies. D. Deliver 2,500 copies E. Notify ERIC	A. Review finished documents. Document findings.	A. 1. Finished document reviewed and commended by: a. USOE b. SRC - Evaluator c. Elaine Katz - Career Education News d. DVTE 2. Over 1000 copies provided to requestors.

TABLE III-6

EVALUATIVE SCHEMA

FREQUENCY
DISTRIBUTIONS

TYPE OF INSTITUTION
(Ranked)

Unit District	38%
High School District	32%
University	12%
Community College	10%
Elementary District	5%
Others	13%

Figure III-6

TYPE OF PERSONNEL
(Ranked)

Coordinators	40%
Administrators	23%
Project Directors	21%
Teachers	8%
Librarians	5%
University Professors	2%
Others	1%

Figure III-7

States
(Ranked)

State	No.	State	No.
California	61	Texas	15
Michigan	34	Connecticut	15
Ohio	29	Colorado	9
New York	27	Virginia	8
New Jersey	23	Iowa	8
Massachusetts	22	Montana	7
Pennsylvania	22	Washington	7
Florida	17	New Hampshire	6
Illinois	16	Minnesota	6
Oregon	15	Tennessee	6
30 States 5 or less			

Figure III-8

COMPARATIVE ANALYSIS OF IMPACT

Table III-7 presents a comparative display of the six projects. The basis for this "impact" analysis was adapted from The Classification and Evaluation of Innovations in Vocational and Technical Education, published by the Center for Vocational and Technical Education at Ohio State University (R&D Series #71, July 1972).

EVALUATIVE ITEM	WILLOWBROOK (Counselor Support System)	POSEN/CSU (Career Education Model for Grades 7-10)	EIU (CERL - Career Education Resource Laboratory)
A. BENEFITS			
1. TARGET GROUP			
a. Primary Target	a. Students: Grades 7-12	a. Students: Grades 7-10	a. Teachers: Grades K-8
b. Secondary Target	b. Counselors: Secondary-level	b. Classroom Teachers: Grades 7-10	b. Administrators and Students
2. OPERATIONAL CONSIDERATIONS			
a. Stated Objectives?	a. Stated and measurable.	a. Stated and measurable.	a. Stated and measurable.
b. Usable Product?	b. Yes, if the design is programmed on an IBM 360-70	b. No, resultant product unacceptable for use. Technically incorrect.	b. Yes, products (documents and teacher-behavioral outcomes) usable and actually utilized in Target Schools.
c. Objectives Met?	c. Yes	c. No, resultant product did not approach "bridging" need for 7-10 students.	c. Yes
3. REPLICATION			
a. Mobility?	a. For any school capable of supporting an IBM 360-70 computer, DISCOVER is feasible.	a. The materials, although inaccurate, are mobile.	a. CERL now covers a seven-county area. The concept can be replicated in other rural locations.
b. Accessibility?	b. Teachers and Counselors will be able to use DISCOVER.	b. The materials will not be reproduced.	b. The "newsletter-materials lab" concept is usable by local teachers.
c. Accomplishment?	c. DISCOVER will, in real-world settings, work.	c. The "system" does work.	c. CERL products are being used by teachers.
B. COSTS (see page 3-4)			
1. INITIAL FUNDING			
a. Total Cost	a. $157,300.00	a. $120,096.00	a. $83,187.00
b. Sources of Funding	b. DVTE, IBM, LEA	b. DVTE, LEA	b. DVTE, EIU
c. Continuation Costs	c. None - Development complete.	c. Not to be continued	c. If continued: $40,000/yr. (est.)
2. TIME TO INSTALL			
a. Lead Time?	a. Need 3 months advance notice to IBM.	WILL NOT BE DISSEMINATED	a. None
b. Installation Time?	b. 6-9 months to get system "up".		b. None
c. Maintenance Time?	c. None		c. The CERL Newsletter must be written each month.
3. INSTALLATION CONSIDERATIONS			
a. Barriers to Acceptance	a. (1) Resistance to "computers". (2) Cost of initial IBM 360-70 computer. (3) Orientation required.	a. The technical inaccuracies are extreme. Cannot be accepted.	a. None apparent.
b. Limits Due to Complexity	b. Extremely complex. Requires community research effort, programmers and re-orientation of staff and students.	b. NOT APPLICABLE.	b. Staff inservice sessions helpful. Installation of CE requires oriented staff.
c. Feasibility	c. Multi-stage development is most feasible. High cost and special equipment may inhibit feasibility.	c. NOT FEASIBLE, due to unacceptability of products.	c. Feasible and working.
d. Space	d. If IBM computer is installed in the building, the terminal can be mounted on a desk or pedestal. If remote computer is used, approximately 3'x4' of additional floor space is required.	d. No extra space required.	d. The CERL staff needs two offices to continue efforts.
C. RECOMMENDATIONS	Continue development.	Fund a "low-budget" effort to edit and validate these materials. Perhaps publishers would be interested in bidding on this project.	Continue support for one year: instructing the CERL staff to develop funding alternates.

EAST ST. LOUIS (Career Education Project Grades K-12)	SIU FILM "A Rose by Any Other Name"	SIU (An Annotated Bibliography on Career Education)
a. Students: Grades 2-6 b. (1) Teachers: Grades 2-6 (2) Administrators: Grades K-12	a. Teachers: K-12 b. (1) Administrators: K-12 (2) Parent/Community Group	a. Curriculum Specialists b. (1) Teachers: K-14 (2) Researchers: Educational
a. Stated b. Career Education implementation was limited to four schools and approximately 50% of the classrooms. Good success in those classrooms. c. Yes, in four schools.	a. Stated, but non-measurable b. Yes, demand is high. Film was well received. c. Yes, national impact expected.	a. Stated, measurable. b. Yes, usable and actually utilized c. Yes. National impact expected.
a. East St. Louis plans to expand their program to other schools in the district. b. They use "volunteer" teachers who are interested. This is a viable method. c. The "volunteer" teachers are using Career Education. Student outcomes were not specified; therefore not measurable.	a. Yes, a can of 16mm film can be mailed anywhere. b. 16mm projectors are available to most U.S. schools. c. The field-test measured vehavioral changes in teachers, administrators, and parents.	a. Yes, the book has been shipped to 47 states, two trust territories, and one foreign country. b. The book is well organized and easy to use. c. The book was commended by USOE, the evaluator and several publishers.
a. $60,720.00 b. DVTE, EIU c. If not extended, no additional costs.	a. $54,011.00 b. DVTE, SIU c. DEVELOPMENT COMPLETE	a. $11,278.00 b. DVTE, SIU c. DEVELOPMENT COMPLETE
a. None b. 1 Semester per school. c. 1 full-time coordinator required to maintain and expand.	a. School should schedule at least one month in advance. b. None c. None	a. DVTE will fill orders in 3 days. b. NONE c. NONE
a. (1) Traditional educators resist change. (2) Inservice training required. b. Staff inservice helpful. c. Feasible. d. No extra space requirements.	a. None b. None apparent c. Feasible d. No extra space requirement.	a. None b. None c. Feasible d. No extra space requirements exist
Continue support to expand CE into other schools. Specific grade 7-12 activities must be planned and implemented.	Disseminate the film. Put notices in national publications on availability. Reproduce additional copies.	a. Fund an "update" in FY'77. b. Publish another notice of availability as soon as possible.

TABLE III-10

SECTION IV
CONCLUSIONS

GENERAL

This section of the report answers the question, "What was learned as a result of this evaluation?" It contains three parts, which are:

- General
- Utility of CE
- Overall Review

UTILITY OF CAREER EDUCATION

This evaluator, in addition to the activities listed in Section II, undertook a review of other national and state-wide Career Education efforts. This was done to assure an objective evaluation of the six projects.

The results of this review and evaluative efforts clearly indicated that:

1. Career Education is the single most promising influence by which to cause curricular reform.

2. Career Education improves the relevance of education.

3. Career Education, in it's present forms, can be used in any school system at any grade level.

4. Career Education does overcome the artificial barriers between the schools, the world-of-work and the home.

5. Career Education can bridge the gap between vocational education and academic education.

6. Career Education can be coordinated into academic subject matter.

7. Career Education programs are most effective when they approach implementation at more than one level (e.g., students and teachers; teachers and administrators; students and counselors, etc.)

OVERALL REVIEW

The results of five of the six projects reflect adequate planning, implementation and evaluation. One project did not approach or reach their goal. The Research and Development Unit of the Illinois Division of Vocational and Technical Education performed their function in an exemplary manner.

The six projects:

1. Were geographically dispersed.

2. Contributed to the K-14 Articulation Goal of the State.

3. Represented six unique techniques for Career Education implementation.

Overall, five of the projects approached and met their objectives.

This evaluator was assisted by all parties. No data was withheld, no resource was unavailable, and no development was hidden.

SECTION V
RECOMMENDATIONS

GENERAL

This section presents action recommendations for use at the state level.

ACTION RECOMMENDATIONS (State Level)

These state-level recommendations are based on the evaluators overall observations, rather than on an individual observation.

RECOMMENDATION #1

Keep up the good work in support of Career Education. The funding of action research, which results in development and validation of processes and materials, which then leads to implementation, demonstration and dissemination, has proved to be of great benefit to education in Illinois and throughout the U.S.

RECOMMENDATION #2

Contract for "Third-Party Evaluation" services before the projects to be evaluated have been selected. The evaluator could help evaluate the proposals. The evaluator could also utilize pre-test/post-test techniques, where applicable.

RECOMMENDATION #3

If "evaluation" will continue to be required, make sure each project has "measurable" objectives. A measurable objective must contain:

a. A measurable performance (containing an action verb).

b. The conditions under which the performance will be done.

c. A time-specific measure.

RECOMMENDATION #4

DVTE can improve their level of control on funded projects by requiring a project obtain DVTE approval prior to the naming of a new Project Director or Principal Investigator. DVTE should require a project undergoing a change in management to:

a. Name an Acting Director

b. Convene a review meeting, in which the proposed Project Director (now Acting Director) would prove to DVTE, an understanding and appreciation of the projects:

(1) Overall Goal
(2) Objectives
(3) Planned Procedures
(4) Outcomes and Products

DVTE staff should be prepared to provide additional support and direction during this period of difficult transition.

RECOMMENDATION #5

Provide statewide dissemination of information on the Elementary Occupational Information Program. This request was made by two Project Directors.

RECOMMENDATION #6

Provide state-level staff development sessions for the following levels:

a. DVTE and IOE Administrative Personnel
b. DVTE and IOE Field Personnel

The staff development sessions should cover:

a. Definitions of Career Education.
b. Philosophy of Career Education.
c. Discussion of basic models.
d. The need for an "affect" component in Career Education.
e. Factors which contribute to student and teacher success.
f. Planning Career Education.
g. Community involvement.
h. Use of business/industry resources.
i. Sources of current occupational information.
j. Current methods of providing training and technical assistance to local educational agencies.

RECOMMENDATION #7

Undertake additional career development research to identify needs in the following areas:

a. Early Childhood Development
b. Grades 7-10
c. Entry-level Worker
d. Mid-career Adults
e. Elderly Adults

RECOMMENDATION #8

Continue to use the state DVTE/RDU as a vehicle for research and development in Career Education.

RECOMMENDATION #9

DVTE should recommend to other state agencies that a committee be formed to be the advisory group to coordinate all Career Education activities in Illinois.

RECOMMENDATION #10

Promote the use of management plans by Career Education projects. These plans should include the establishment, review and revision of objectives on a quarterly basis.

RECOMMENDATION #11

Do NOT advance the CSU/Posen Project to the implementation or dissemination phase. Consider issuing a "Validation and Field-Test" contract to correct and edit those materials, as the operational utility in the classroom was rated "excellent".

RECOMMENDATION #12

Investigate the feasibility of easily converting the Project DISCOVER system to be compatable to machines other than IBM 360-70 (with light pen).

RECOMMENDATION #13

Continue funding for the East St. Louis Career Education Porject; however, specify the expansion to:

a. Additional Elementary Schools
b. Include CE for grades 7 to 12.

RECOMMENDATION #14

Provide for wider dissemination of:

a. "A Rose by Any Other Name" (SIU Film)
b. Annotated Bibliography (SIU Book)
c. CERL Newsletter

APPENDIX

A. List of Materials

B. Sample survey forms, instruments and interview schedules

C. Samples of correspondence

D. Guidelines (CERL Newsletter)

APPENDIX A

WILLOWBROOK (Counselor Support System)

POSEN/CSU (Career Education Model for Grades 7-10)

EIU (CERL - Career Education Resource Laboratory)

EAST ST. LOUIS (Career Education Project Grades K-12)

SIU/FILM ("A Rose By Any Other Name")

SIU (An Annotated Bibliography on Career Education)

WILLOWBROOK
(Counselor Support System)

1. Proposal for Continuation of Project Discover

2. Final Report - Continuation of Project Discover

3. Proposal for the Development of a Computer-Based Counselor Support System

4. Final Report - Discover: A Computer-Based Career Guidance & Administrative Support System

5. Exploring Jobs Through Project Discovery

6. Area High School Senior Survey Results

7. A computer-Based Career Guidance & Counselor - Administrative Support System - Flow Charts/Diagrams

8. A computer-Based Career Guidance & Counselor - Administrative Support System - A Joint Development Study of State of Illinois Division of Vocational & Technical Education and I.B.M. Corporation - Final Report

9. Report on CVIS

10. Four Booklets on CVIS

POSEN/CSU
(Career Education Model for Grades 7-10)

1. Some Facts and Fallacies About Career Education
2. Cue Conference on Career Education
3. Chamber of Commerce of the United States of America "Why Career Education?"
4. Position Paper on "Career Education" as it relates to Action Goals for the Seventies: Substantive Goals
5. Career Education: What's Happening
6. Career Education - Not Job Training
7. Issues in Career Education
8. Career Education that Includes the College Bound
9. Lifelong Learning
10. The Urban Dropout & The World of Work
11. MOLD - A New Approach to Career Decision-Making
12. The Evaluation of Library Demonstration Projects
13. Career Exploration Workshop 1971 Goals & Objectives
14. Planning & Evaluating Developmental Projects in Career Education
15. Best Books of 1968 on Vocational Guidance
16. Dallas Skyline Center from Conception to Reality
17. A Research-based Interview: Its Effect on Teachers' Classroom Behavior
18. Attitudes Toward the World of Work in Elementary School
19. Process Education: Its Meaning & Merit
20. Psycho-Social Aspects of Work: A Critique of Occupational Information

POSEN/CSU
(Continued)

21. Creating an Environment for Career Education

22. Media in Career Development

23. Middle School/Junior High School Counselors Corner

24. Career Guidance in the Elementary School

25. Establishing a Need for a Vocational Guidance Program at the Elementary and Middle School Level

26. In the Field - The Occupational Information Consultant: A New Profession?

27. Growth Groups: An Encounter with Under-Achievers

28. Curriculum Development Accountability

29. Do Schools Make a Difference?

30. A Career Information Unit for Distributive Education

31. The New Goal in Education: Schooling for Real Life

32. Occupational Education: Schools Without Failure

33. Rung by Rung Up the Health Career Ladder

34. Suggested Guidelines for Vocational Guidance

35. The Life Career Game

36. Effect of the Life Career Game on Learning and Retention of Educational-Occupational Information

37. Students Who Seldom Discuss Their Post High School Plans

38. Meeting Our Enemies - Career Education & The Humanities

39. Developing Values In A Value-less Society

40. Another View of the American Work Ethic

41. Career Education: What's Happening

42. Careers From A to ZOO

43. Trades & Other Vocations - Why the Stigma?

44. A Model for Extending Career Concepts

45. Middle School Pupils will Benefit from Personalized Vocational Courses

46. Goal Setting: Maximizing the Reinforcing Effects of Progress

47. The Psycho-Social Foundation for Career Education

48. Report of Meeting on Career Education held in Posen

49. Implications of Development & Behavioral Characteristics for the Needs & Requirements of Students for Career Education

50. 7th Grade Shelf File:
    a. Teacher's Handbook for Career Clusters (1)
    b. Agribusiness (4)
    c. Business Management (4)
    d. Health Administration & Support Services (8)
    e. Production & Distribution of Utilities (6)
    f. Education (10)

51. 8th Grade Shelf File:
    a. Teacher's Handbook for Career Clusters (1)
    b. Animal Science & Wildlife (4)
    c. Sales (4)
    d. Rehabilitation & Therapy (5)
    e. Machine Tool (5)
    f. Food Preparation (7)

EIU
(CERL - Career Education
Resource Laboratory)

1. Career Education Resource Laboratory - Final Report
2. Letter: To Fred Clark from Carol Sanders, E.I.U.
3. CERL Workshop Evaluation
4. Illinois DVTE Survey of Career Education
5. Letter: To Carol Sanders, E.I.U. from Fred Clark
6. Selected Commercial Curriculum Materials
7. Letter: To Fred Clark from Carol Sanders, E.I.U.
8. Career Education Implementation Workshop
9. Career Education Laboratory - Quarterly Report
10. Letter: To Parents from Carol Sanders, E.I.U. with Survey attached
11. Career Education Resource Lab C31-2
12. Letter: To Teachers, Counselors, Administrators from Carol Sanders, E.I.U. - Staff Survey
13. Results of the High School Counselor Survey Questionnaire - Career Education Project in Implementing a Job Development, Placement and Follow-up Program
14. Letter: To Survey Teachers from Carol Sanders, E.I.U. - Staff Survey
15. Form Letter with Summaries attached
16. Letter: To Fred Clark from Carol Sanders, E.I.U.
17. List: Career Education Implementation Workshop Participants
18. Survey Overview
19. "To Be Or Not To Be"

EIU
(Continued)

20. Career Education Resource Lab - Final Report

21. Method used to Gather "Local Resources" for CVIS Script

22. Summary

EAST ST. LOUIS
(Career Education Project Grades K-12)

1. Proposal for East St. Louis Career Education Grant
2. Evaluation Schema (Career Education Model 7-10) (Chicago State University)
3. Evaluative Schema (Illinois Career Education Film)
4. Evaluative Schema (East St. Louis Career Education Project)
5. Evaluative Schema (Counselor Support System)
6. Coding Format
7. Letter to Elaine Katz from Norman T. Halls
8. Letter to James E. Little from Fred Clark
9. Notes - Career Education Meeting - East St. Louis
10. Quarterly Progress Report
11. Newspaper -- Report - School District 189
12. Responding to a Need - Career Education
13. Letter to James E. Little from Fred Clark - Evaluation - Narrative Report (East St. Louis) attached
14. Urban Ecology School Program
15. Responding to a Need - Metro-East Directory of Speakers and Field Trip Resources for Career Education
16. Responding to a Need - Career Education

SIU/FILM
("A Rose By Any Other Name")

1. Summary: Evaluation of Film - Scarlet Oak Elementary School - District 145 Educators

2. Summary: Evaluation of Film - Wauconda Community Unit School - District 118 Educators

3. Summary: Evaluation of Film - Dundee Highland Elementary School - District 300 Educators

4. Summary: Evaluation of Film - Dongola School Unit - District 66 Educators

5. Summary: Evaluation of Film - O.W. Holmes - Wheaton Community Unit School - District 200 Educators

6. Summary: Evaluation of Film - National College of Education - Educator

7. Summary: Evaluation of Film - Parents Group

8. Summary: Composit of General Information from Film

9. Summary: Career Education Knowledge - Changes of Opinions

10. Summary: Composit of General Information of Participants Viewing Film

11. Summary: Role Perception Changes

12. Summary: Aspects/Parts - Ranked Ratings

13. Tentative Schedule of Events

14. Film Treatment for Career Education Project

15. Quarterly Progress Report - Career Education Film Production Project - February 28, 1974

16. Letter to Sherwood Dees from Willis E. Malone

17. Statement of Purpose

18. Production of Multiple Copies of a 15-30 Minute 16mm Sound Film Based on Illinois Developments in Career Education

19. Quarterly Progress Report - Career Education Film Production Project - November 30, 1973

20. Producer's Catalog of Films - SIU Film Production

SIU
(An Annotated Bibliography
on Career Education)

1. A "Life Skills" Paradigm for Curriculum Planning and Teacher Education with Specific Application to Career Development Education

2. Facilitating Career Development: An Annotated Bibliography, II

3. Summary: Request by Institution Type

4. Summary: Request by Personnel Title

5. Summary: Request by State

6. Summary: Number of Letters Received Requesting Bibliography

APPENDIX B

SAMPLE FORMS

Assistant Principal ?

EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS 61920

CENTER FOR EDUCATIONAL STUDIES
School of Education

TEACHER EDUCATION
RESEARCH SERVICE

581-3914

Dear Teachers, Counselors, and Administrators:

The Center for Educational Studies at Eastern Illinois University has been awarded a grant for the development of a Career Education Resource Laboratory. This laboratory is to serve the rural school districts surrounding Eastern Illinois University.

We feel there is a great need within these largely rural school districts to co-ordinate services and programs of career information. Many resources and services are available. However, many services are not utilized that could be provided by Eastern Illinois University to the area. We think a co-ordinated systematic management approach could be very valuable to you and your students.

When implemented we hope to provide you, your students, and parents with various types of career information to help students make meaningful decisions in career development along with a continuing understanding of self.

The only way we have to make this an accurate, up-to-date, meaningful resource laboratory is to go to the areas it is to serve to gather our information. We are surveying parents, students, teachers, counselors, administrators, and businesses to secure the needed information for organizing a centralized career resource laboratory which will co-ordinate area resources and services.

Please take a few minutes of your time today to fill out the questionnaire and return it to your school office. Betty Waltman, research assistant for our project, will pick up the instruments within 3 days.

We have 10 counties to survey so we would greatly appreciate your promptness. Thank you for your time and co-operation. Your part will be a big help in the total success of the survey. The data reported is confidential and will be used only for planning purposes.

Sincerely,

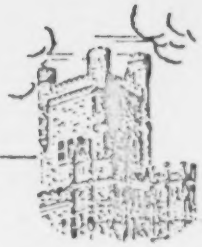
Carol Sanders

Carol Sanders, Director
Career Education Resource Laboratory

CS/sl

EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS 61920

CENTER FOR EDUCATIONAL STUDIES
School of Education



581 3914

Dear Survey Teacher:

The Center for Educational Studies at Eastern Illinois University has been awarded a grant for the development of a Career Education Resource Laboratory. This laboratory is to serve the rural school districts surrounding Eastern Illinois University.

We feel there is a great need within these school districts to co-ordinate services and programs of career information. Many resources and services are available. However, many services are not utilized that could be provided by Eastern Illinois University to the area. We think a co-ordinated systematic management approach could be very valuable to you and your students. When implemented we hope to provide you, your students, and parents with various types of career information to help students make meaningful decisions in career development along with a continuing understanding of self.

The only way we have to make this an accurate, up-to-date, meaningful resource laboratory is to go to the areas it is to serve to gather our information. We are surveying all 4th, 8th, and 11th grades, teachers, and parents in the 30 school districts that are members of the Eastern Illinois School Development Council. Your superintendent has given you permission to take ½ hour of a school day to have your students fill out the surveys. Please read aloud the information on top of the survey form to your students before they start to answer the questions.

As the students hand in their surveys, please hand them a parent questionnaire to take home. They are to return them to you. Betty Waltman, a member of our project team, will pick up all the instruments within 3 days. Please bundle the student surveys and the parents surveys in separate stacks and leave in your school office.

We have 10 counties to survey so we would greatly appreciate your promptness. Thank you for your time and co-operation. Your part will be a big help in the total success of the survey. The data reported is confidential and will be used only for planning purposes.

Sincerely,

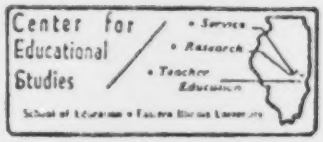
Carol Sanders

Carol Sanders
Career Education Resource Laboratory

CS/sl

CAREER EDUCATION RESOURCE LABORATORY
Staff Survey

Please complete both sides of the first page and the appropriate section for you on the last page. Thank you for your time and co-operation.



05 Please check your position.

(1) _____ elementary teacher
(2) _____ junior high teacher
(3) _____ high school teacher
(4) _____ counselor
(5) _____ principal
(6) _____ superintendent

Read each of the following statements carefully and decide how you feel about it. The "undecided" answer should be circled only when you have no opinion. Please rate your feelings on the following scale:

1. SA - Strongly Agree
2. A - Agree
3. U - Undecided
4. D - Disagree
5. SD - Strongly Disagree

	SA	A	U	D	SD	
06	1	2	3	4	5	Career education should be integrated into the regular curriculum.
07	1	2	3	4	5	Career education should be only for those students who are not able to succeed in an academic program.
08	1	2	3	4	5	Every student should possess at least one skill in an occupation upon leaving high school.
09	1	2	3	4	5	The school has the responsibility to help students make realistic occupational choices.
10	1	2	3	4	5	The community is an excellent resource to use in a career education program.
11	1	2	3	4	5	Elementary school is too early for a student to start thinking about career possibilities.
12	1	2	3	4	5	Teaching plans should be organized around people.
13	1	2	3	4	5	New facilities are needed in most schools to launch a career education program.
14	1	2	3	4	5	Schools should seek the advice of local citizens in planning and evaluating career education programs.
15	1	2	3	4	5	There is a need for the commitment of the school administration for a successful career education program.
16	1	2	3	4	5	Consideration should be given to the views of students in planning and evaluating career education programs.
17.	1	2	3	4	5	It is important to involve parents in planning career education programs.
18	1	2	3	4	5	The choice of an occupation or profession is one of the most important decisions a person makes in his lifetime.
19	1	2	3	4	5	Schools are currently preparing students to make career preferences or choices.
20	1	2	3	4	5	The main source of career information should be the teacher.
21	1	2	3	4	5	Career education should be concerned with developing a positive self-image for each student.
22	1	2	3	4	5	Career education and vocational education are one and the same.
23	1	2	3	4	5	There would be fewer dropouts if courses were related to jobs.
24	1	2	3	4	5	Career education is just another fad that will soon be forgotten.
25	1	2	3	4	5	The school guidance department should be responsible for the career education program.

1. SA - strongly agree 2. A - agree 3. U - undecided
4. D - disagree 5. SD - strongly disagree

	SA	A	U	D	SD	
26	1	2	3	4	5	Representatives from business and industry can serve as excellent resource personnel for the career education program.
27	1	2	3	4	5	Career education should help students develop positive attitudes toward work.
28	1	2	3	4	5	Prospective teachers completing teacher education programs should be prepared to teach career education.
29	1	2	3	4	5	Career education should enhance the relevance of academic education for the students.
30	1	2	3	4	5	The educational program should provide students with experiences which show the relationship between subject matter taught in school and its use in the world of work.
31	1	2	3	4	5	Career development is a continuous process throughout the lifetime of an individual.
32	1	2	3	4	5	Experiences in career education should allow students to evaluate their interests and abilities.
33	1	2	3	4	5	Career education should serve all students in a school system.
34	1	2	3	4	5	Career education will be of greater long term value to boys than to girls.
35	1	2	3	4	5	Special emphasis in career education should be focused on helping the student to succeed.
36	1	2	3	4	5	Career education should include decision-making skills.
37	1	2	3	4	5	Information about emerging occupations should be included in the education curriculum.
38	1	2	3	4	5	Educating a student for change should be included in a career education program.
39	1	2	3	4	5	A job determines the people with whom you associate.
40	1	2	3	4	5	Career education is a way of life -- work plus leisure.
41	1	2	3	4	5	A career education center could help in counseling students to be more knowledgeable about the world of work, careers and their options.
42	1	2	3	4	5	A good career education program would allow counselors to spend more time on personal counseling of students.
43	1	2	3	4	5	There is a need to co-ordinate resources and services within the area to be used in career education programs.
44	1	2	3	4	5	It is important for the students in a rural area to know what jobs are available to them in the surrounding areas.
45	1	2	3	4	5	There is a need within the area for a complete, accurate, up-to-date career education resource center that would serve all grade levels of students, teachers, counselors, parents, and business and industry.

To be used for list of available services and resources only.

Name _____ Phone _____

Address _____

I could provide the following services or resources to a centralized career education resource laboratory:

46 (1) ___ serve as a resource person by telling about my own occupation or hobby.

47 (2) ___ serve as a resource person by demonstrating skills, tools, or machines used in my occupation or hobby.

48 (3) ___ arrange for non-certified school personnel to share occupational knowledge.
(Name _____ Occupation _____
Address _____ Phone _____)

49 (4) ___ arrange for another person from the community to share his occupational knowledge.
(Name _____ Occupation _____
Address _____ Phone _____)

50 (5) ___ secure booklets, films, tapes, etc. pertaining to occupational information.

51 (6) ___ other (specify) _____

To completed by SUPERINTENDENTS and PRINCIPALS only.

The State of Illinois outlines the following structure for a career education program:

Elementary Schools (K-6) -- career awareness
Junior High Schools (7-8 or 9) -- career exploration
High Schools (9 or 10-12) -- career orientation and preparation

Using the following 5 point scale, please rate your individual school or schools according to their involvement with a career education program.

1: following state model and doing good job.
2: following state model but needs improvement.
3: has an organized career education program other than state model.
4: has career education program but needs improvement.
5: has no career education program.

52 _____ elementary schools (K-6)
53 _____ junior high schools (7-8 or 9)
54 _____ high school (9 or 10-12)

To be completed by TEACHERS only.

Listed below are various methods of presenting career information. Please use the following number scale that corresponds with your answer for each response.

1: have used and was beneficial.
2: have used and was not beneficial.
3: would like to use if available to me.
4: have not used and would not like to use.
5: does not apply to my grade level.

52 _____ resource people from business and industry.
53 _____ parents as resource people telling about own occupation or hobby.
54 _____ field trips to places where goods are made.
55 _____ field trips to places where products are sold.
56 _____ field trips to places where services are provided.
57 _____ field trips to cultural, historical, science centers or places where things are grown.
58 _____ occupational role playing.
59 _____ slides, tapes, records.
60 _____ closed circuit TV career programs.
61 _____ interview people on the job.
62 _____ career information centers in individual schools.
63 _____ career kits.
64 _____ consultants to help integrate career education into the school curriculum.
65 _____ computerized career information.
66 _____ career night, day or week.
67 _____ resource people from within the school telling about own occupation or hobby.
68 _____ other -- please specify _____

To be completed by JUNIOR HIGH and SENIOR HIGH TEACHERS only.

Please check your primary subject area;

69 _____ academic subject (math, science, social sciences, English)
70 _____ vocational education subject (business, home ec, industrial arts)
71 _____ fine arts (music, art, drama)
72 _____ all other (physical education, driver education, etc.)

To be completed by COUNSELORS only.

Please use the number that corresponds with your answer.

1. Y - yes 2. N - no

	Y	N	
			When organizing my guidance and counseling responsibilities at the present time I:
52	1	2	have as much time as I would like for vocational guidance.
53	1	2	spend too much time on vocational guidance.
54	1	2	have as much time as I would like for personal counseling.
55	1	2	spend too much time on personal counseling.
56	1	2	spend too much time on scheduling, grade reporting, etc.
57	1	2	am happy with my time allotment.
			In my school I presently:
58	1	2	have an up-to-date career information center for students and teachers to use.
59	1	2	am not interested in career education.
60	1	2	have a career information center but it is not as up-to-date as I would like.
61	1	2	would welcome an area career education resource laboratory that would have complete, accurate, and up-to-date career information and materials.
62	1	2	find sufficient time to compile and evaluate career information.

EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS 61920

CENTER FOR EDUCATIONAL STUDIES
School of Education

581 3914

Dear Parent:

The Center for Educational Studies at Eastern Illinois University has been awarded a grant for the development of a Career Education Resource Laboratory. This laboratory is to serve the school districts surrounding Eastern Illinois University.

Books, films, field trips, names of speakers, etc. will be in the lab to be used by your school. Any teacher will be able to come to the lab to obtain ideas and materials for introducing the world of work to your children. You and your children will also be encouraged to use the career education laboratory.

One way we have of making this a meaningful resource laboratory is to gather information from the area it is to serve. Parents, students, teachers, counselors, administrators, and business and industry are being surveyed to collect information we need for organizing a centralized career education resource lab.

Please take a few minutes to answer the enclosed questionnaire and return it to school with your child tomorrow. The data reported is confidential and will be used only for planning purposes.

Thank you for your co-operation.

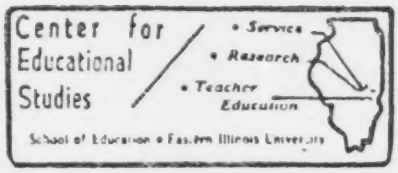
Sincerely,

Carol Sanders

Carol Sanders, Director
Career Education Resource Laboratory

CS/sl

CAREER EDUCATION RESOURCE LABORATORY
Parents Survey



Circle or check the answer you think is right.
If you don't want to answer a question, go on to the next.
Please complete both sides of this form.
Thank you for your time and cooperation.
We are surveying only 4th, 8th, and 11th grade students and their parents.

05 Grade level of your child or children -- fill out this form for the oldest child checked.
(1) _____ 4th grade
(2) _____ 8th grade
(3) _____ 11th grade

06 Relationship to child:
(1) _____ father
(2) _____ mother
(3) _____ other adult

07 Sex of child
(1) _____ male
(2) _____ female

Read each statement carefully and decide how you feel about it. There are five possible answers to each question. Please read each statement and circle one number.

1. SA - strongly agree 2. A - agree 3. U - undecided
4. D - disagree 5. SD - strongly disagree

	SA	A	U	D	SD	
08	1	2	3	4	5	Schools are currently preparing students to make career preferences or choices.
09	1	2	3	4	5	The school's main responsibility is to help students prepare for careers.
10	1	2	3	4	5	Every student should have at least one skill in an occupation upon leaving high school.
11	1	2	3	4	5	The interest of parents should be considered in developing the school curriculum.
12	1	2	3	4	5	Parents should be informed about career educational experiences occurring in the schools.
13	1	2	3	4	5	Career education will be of greater long term value to boys than to girls.
14	1	2	3	4	5	Career education should help each student gain an understanding of himself and his capabilities.
15	1	2	3	4	5	The community is an excellent resource to use in a career education program.
	1	2	3	4	5	A centralized career resource center with many types of career materials could be beneficial to me and my child in helping to make career choices.
17	1	2	3	4	5	It is important to involve parents in planning career education programs.

SA - Strongly agree A - Agree U - Undecided D - Disagree SD - Strongly Disagree

	SA	A	U	D	SD	
18	1	2	3	4	5	The educational program should provide students with experiences which show the relationship between subject matter taught in school and its use in the world of work.
19	1	2	3	4	5	Career development is a continous process throughout the lifetime of an individual.
20	1	2	3	4	5	There are good jobs that don't require a college education.
21	1	2	3	4	5	The main source of career information should be teachers.
22	1	2	3	4	5	Career education should serve all students in a school system.
23	1	2	3	4	5	The school guidance department should be responsible for the career education program.

Check ONE response:

24 Career education should begin in:

(1) _____ kindergarten
(2) _____ elementary grades
(3) _____ junior high
(4) _____ high school
(5) _____ college
(6) _____ not in the schools
(7) _____ in the home

25 At the present time my child receives most of his career information from:

(1) _____ parents
(2) _____ teachers
(3) _____ counselor
(4) _____ community

Name _____ Occupation _____

Place of employment _____

Spouse's occupation _____

Spouse's place of employment _____

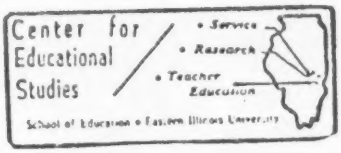
I could provide the following services or resource to a centralized career education resource laboratory.

26 _____ serve as a resource person by telling about my own occupation or hobby.
27 _____ serve as a resource person by demonstrating skills, tools, or machines used in my occupation or hobby.
28 _____ arrange for another person to share his occupation or hobby knowledge.
(Name _____ Occupation _____
Address _____ Phone _____)
29 _____ arrange field trips for students.
30 _____ help supervise field trips for students.
31 _____ secure booklets, films, tapes, etc. pertaining to occupational information.
32 _____ other (specify) _____

33 Could you arrange to have a group of students visit you at your place of employment?

(1) ___ yes
(2) ___ no

CAREER EDUCATION RESOURCE LABORATORY
Students Survey



The following questions are about what you learn in school and about jobs people do.
If you need help, ask your teacher.
If you don't want to answer a question, go on to the next one.
Please do both sides of the paper.
Give your teacher the form when you are finished.
Thank you for helping us.

05 Check one:
(1) _____ 4th grade
(2) _____ 8th grade

06 Check one:
(1) _____ male
(2) _____ female

There are five possible answers to each question. Circle the answer you think is right.

1. SA - strongly agree
2. A - agree
3. U - undecided
4. D - disagree
5. SD - strongly disagree

	SA	A	U	D	SD	
07	1	2	3	4	5	All jobs are worthwhile.
08	1	2	3	4	5	I like to watch people work at their jobs.
09	1	2	3	4	5	I feel important when I help people do a job.
10	1	2	3	4	5	I feel important when I do a job by myself.
11	1	2	3	4	5	People should be happy with their jobs.
12	1	2	3	4	5	When you choose a job, pay is the most important thing.
13	1	2	3	4	5	Being happy with a job is more important than the money you make on the job.
14	1	2	3	4	5	Schools should teach students about many different types of jobs.
15	1	2	3	4	5	In my subjects I learn many things that I will be able to use later in a job.
16	1	2	3	4	5	Schools should have more time to discuss how to get a job.
17	1	2	3	4	5	My parents tell me all I need to know about jobs.
18	1	2	3	4	5	I find lots of information in the library about jobs.
19	1	2	3	4	5	By watching people do their jobs I learn about what types of work they do.
20	1	2	3	4	5	In my school we have movies that tell us about jobs.
21	1	2	3	4	5	In my school we interview people about their jobs.
22	1	2	3	4	5	In my school we have kits that help me learn about jobs.
23	1	2	3	4	5	My counselor tells me about jobs.
24	1	2	3	4	5	Making believe I am the person doing a job makes me feel like a worker.
25	1	2	3	4	5	I am too young to think about jobs.
26	1	2	3	4	5	There are parts of everyone's job that they don't like.
27	1	2	3	4	5	It's all right to change jobs if you want a different one.
28	1	2	3	4	5	People must learn to get along with each other in order to be good workers on the job.
29	1	2	3	4	5	Being a garbage man is as important as being a lawyer.

1. SA - strongly agree 2. A - agree 3. U - undecided
4. D - disagree 5. SD - strongly disagree

	SA	A	U	D	SD	
30	1	2	3	4	5	Girls need to know as much about jobs as boys.
31	1	2	3	4	5	It's necessary for me to learn about jobs now even if I plan to go to college.
32	1	2	3	4	5	There are good jobs that don't require a college education.
33	1	2	3	4	5	I wish there were a place where I, my parents, and teachers could go to get information about different jobs.
34	1	2	3	4	5	My classes would be more interesting if we had more visitors who could tell us about their jobs.
35	1	2	3	4	5	My classes put on plays about jobs.

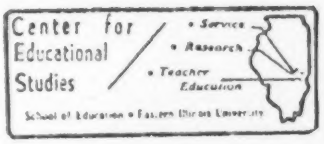
1. Y - yes 2. N - no

	Y	N	
			Last year my class:
36	1	2	took field trips to places where goods are sold (store).
37	1	2	took field trips to places where products are made (factory).
38	1	2	took field trips to places where people do things for you (hospital, post office).
39	1	2	took field trips to museums, zoos, or science centers.
40	1	2	had people come in to tell us about their jobs.
41	1	2	had movies, slides or records about people doing jobs.
42	1	2	had people demonstrate the skills they use on a job.
43	1	2	wrote stories about jobs.
44	1	2	had a play showing workers doing their job.
45	1	2	had a career night or week.
			This year I would like to:
46	1	2	take field trips to places where goods are sold (store).
47	1	2	take field trips to places where products are made (factory).
48	1	2	take field trips to places where people do things for you (hospital, post office).
49	1	2	take field trips to museums, zoos, or science centers.
50	1	2	have people come in to tell us about their jobs.
51	1	2	interview people about their jobs.
52	1	2	have movies, slides or records about people doing jobs.
53	1	2	have people demonstrate the skills they use on a job.
54	1	2	write stories about jobs.
55	1	2	have a play showing workers doing their jobs.
56	1	2	have a career night or week.

CAREER EDUCATION RESOURCE LABORATORY
High School Survey

211

The following questions are about your school and jobs.
Circle the answer you think is right.
If you don't want to answer a question, go on to the next.
Please complete both sides of the paper.
Please give your teacher the form when you are finished.
Thank you for helping us.



05 Sex (check one):
(1) _____ male
(2) _____ female

06 My main field of study in high school is (check one):
(1) _____ home economics
(2) _____ business education
(3) _____ auto mechanics
(4) _____ industrial arts
(5) _____ agriculture
(6) _____ arts (music included)
(7) _____ college prep (math - English - foreign language - science - social studies)
(8) _____ other -- please list _____

Read each statement carefully and decide how you feel about it.
The "undecided" answer should be circled only when you have no opinion.
Please rate your feelings on the following scale:

1. SA - Strongly Agree
2. A - Agree
3. U - Undecided
4. D - Disagree
5. SD - Strongly Disagree

	SA	A	U	D	SD	
07	1	2	3	4	5	Educational programs should be planned to help students prepare for career choices.
08	1	2	3	4	5	Every student should possess at least one skill in an occupation upon leaving high school.
09	1	2	3	4	5	Career development is a continous process throughout the lifetime of an individual.
10	1	2	3	4	5	The community is an excellent resource to use in a career education program.
11	1	2	3	4	5	Consideration should be given to the views of students in planning and evaluating a career education program.
12	1	2	3	4	5	Students should be knowledgeable about the world of work before leaving school.
13	1	2	3	4	5	The most important influence on an individual's occupational choice is his own set of values, interests, and needs.
14	1	2	3	4	5	All jobs are worthwhile.
15	1	2	3	4	5	A job determines the people with whom you associate.
16	1	2	3	4	5	It is important to involve parents in planning career education programs.
17	1	2	3	4	5	Career education should be only for those students who are not able to succeed in an academic program.
18	1	2	3	4	5	Representatives from business and industry can serve as excellent resource people for a career education program.
19	1	2	3	4	5	It is important for me to learn skills for more than one job.
20	1	2	3	4	5	It is all right to change jobs if you want a different one.
21	1	2	3	4	5	Being happy with a job is more important than the money you make on a job.
22	1	2	3	4	5	Most adults keep the same job throughout their lifetime.

1. SA - Strongly Agree 2. A - Agree 3. U - Undecided
4. D - Disagree 5. SD - Strongly Disagree

	SA	A	U	D	SD	
23	1	2	3	4	5	There are good jobs that don't require a college education.
24	1	2	3	4	5	It is necessary for me to learn about jobs now even if I plan to go to college.
25	1	2	3	4	5	Career education will be of greater long term value to boys than to girls.
26	1	2	3	4	5	People should be happy with their jobs.
27	1	2	3	4	5	A career resource center with many types of career information would be helpful to me in finding out about various job opportunities.
28	1	2	3	4	5	The school guidance department should be responsible for the career education program.
29	1	2	3	4	5	A good career education program would make school more interesting.
30	1	2	3	4	5	There would be fewer drop-outs if courses were related to jobs.

Check ONE answer:

31 My present courses are:
(1) _____ related to my future job interests.
(2) _____ of no value to my job interests.
(3) _____ of some value but could be better.

32 After high school I plan to:
(1) _____ get a job.
(2) _____ go to a technical school.
(3) _____ go to a junior college.
(4) _____ go to a 4-year college.
(5) _____ go to the armed forces.
(6) _____ undecided

33 Do you expect to have a full-time career someday?
(1) _____ yes
(2) _____ no
(3) _____ uncertain

34 For complete, accurate, up-to-date information related to careers I find the most helpful information from (check one):
(1) _____ counselors.
(2) _____ individual teachers.
(3) _____ the library.
(4) _____ parents.
(5) _____ individual courses.
(6) _____ career information center.
(7) _____ there isn't any place.

35 How many times did you talk to your counselor last year about a job now or after you graduate from high school or college?
(1) _____ never.
(2) _____ once.
(3) _____ twice.
(4) _____ more than twice.
(5) _____ I do not have a counselor.

Using a 5 point scale, rate your school on the following methods it uses to present career information:

1. E - excellent 2. G - good 3. A - average 4. P - poor 5. N - none

	E	G	A	P	N	
36	1	2	3	4	5	course work
37	1	2	3	4	5	counseling
38	1	2	3	4	5	films
39	1	2	3	4	5	speakers
40	1	2	3	4	5	slides
41	1	2	3	4	5	tapes
42	1	2	3	4	5	demonstrations
43	1	2	3	4	5	field trips
44	1	2	3	4	5	on-the-job interviews
45	1	2	3	4	5	student clubs

ATTACHMENT
POSEN ICEM Symposium
Evaluation

REGISTRATION: 50

PROFESSIONS REPRESENTED: 8

Teachers	- 26	Counselors	- 2
Teacher-aides	- 2	Project Directors	- 2
Administration	- 74	Other	- 4

REGISTRATION PROFILE:

Age: 21 to 30 - 15% ; 31 to 40 - 39%
41 to 50 - 23% ; 51 to 60 - 23%

Sex: 75% Female ; 25% Male

CE Experience: 79% Some ; 21% None

Ed. Level: 86% BA & MA ; 50% MA

Students Represented: 26,186

Teaching Experience: 16% less than 5 years
52% less than 10 years

Conference Attendance: 11% - 1 day ; 26% - 2 days ;
63% - 3 days

ATTENDEE EVALUATION OF CONFERENCE:

Materials, Content, & Mechanics - 2.6 score (4.0 possible)

Topic Sessions - 3.4 score (4.0 possible)

VALIDATION OF CONFERENCE (by Objectives & Results)

a. 62% of participants = 100% of test items.
b. 80% of participants = 90% of test items.
c. 100% of participants = 72% level.

ICEM SYMPOSIUM
PARTICIPANT QUESTIONNAIRE

SCHOOL St. Stanislaus ADDRESS 1441 6 McKinley DATE 8/9/74

Place the letter corresponding to your answer in the space provided in the answer column.

				ANSWERS
1. AGE	a. under 21 b. 21 - 30 c. 31 - 40	d. 41 - 50 e. 51 - 60 f. over 60		1. C
2. SEX	a. male	b. female		2. b
3. EXPERIENCE IN CAREER ED	a. some previous	b. none		3. A
4. TITLE	a. teacher b. teacher-aide c. curriculum specialist d. governmental rep. e. administrator	f. counselor g. student h. parent i. project director j. business or industry representative		4. A
5. NUMBER OF STUDENTS REPRESENTED	a. 0 - 1 b. 2 - 35 c. 36 - 100	d. 101 - 500 e. 501 - 1,000 f. over 1,000		5. C
6. SCHOOL GRADE COMPLETED	a. under 12 b. 12 - 15 c. 16	d. 17 - 18 e. 19 f. over 19		6. A e
7. YEARS OF EXPERIENCE IN EDUCATION	a. none b. 0 - 5 c. 6 - 10	d. 11 - 15 e. 16 - 20 f. over 20		7. C
8. NUMBER OF DAYS ATTENDED THIS CONFERENCE	a. one b. two	c. three		8. C

Rate the numbered subjects below using the following lettered criteria which best describes your impressions of the conference.

4 a. EXCELLENT
3 b. GOOD: COULD HAVE BEEN SUPPLEMENTED
2 c. AVERAGE
1 d. POOR and INSUFFICIENT
0 e. NOT AVAILABLE

	ANS.		ANS.
9. REGISTRATION MECHANICS	9. C	15. QUESTION/ANSWER PERIOD	15. C
10. FACILITIES	10. C	16. GROUP DISCUSSIONS	16. C
11. DATES OF CONFERENCE	11. C	17. DEMONSTRATIONS	17. C
12. PROGRAM ORGANIZATION	12. b	18. ICEM MATERIALS	18. b
13. PROGRAM LENGTH	13. b	19. OTHER FREE MATERIALS	19. b
14. LECTURES/SPEAKERS	14. b		

Indicate the relative value of the topic sessions using the following scale.

a. EXCELLENT
b. GOOD: COULD HAVE BEEN SUPPLEMENTED
c. ACCEPTABLE
d. BELOW AVERAGE, NOT PERTINENT
e. POOR, NOT ACCEPTABLE
f. DID NOT ATTEND SESSION

		SESSION I	SESSION II	SESSION III	SESSION IV
20. Rationale for Career Education	20.	a	a		
21. ICEM/7-10 Project	21.				
22. The Organizing Center Approach to Planning	22.	a	a		
23. Interviewing and Model Career Visit	23.				
24. Staff Development for Career Programs	24.	a	a		
25. Career Development and the Self-Image	25.	a	a		
26. Administration of Career Education Program	26.	a	a		
27. Evaluating Career Programs	27.	a	a		

Based on information provided at the conference answer the following questions TRUE or FALSE

(Circle Response)

28. This conference was planned to provide me the opportunity to share my ideas and concerns. 28. (TRUE)/FALSE
29. The ICEM/7-10 Project is primarily concerned with teacher oriented processes rather than curriculum packaging. 29. (TRUE)/FALSE
30. Career Ed and Vocational Education are conceptually identical. 30. TRUE/(FALSE)
31. "Career Ed" as presented is work ethic oriented rather than person oriented. 31. TRUE/(FALSE)
32. "Career Ed" as presented is career oriented rather than job oriented. 32. (TRUE)/FALSE
33. "Career Ed" is directed toward the non-college bound student. 33. (TRUE)/FALSE
34. "Career Ed" is only implemented at the elementary school level. 34. TRUE/(FALSE)
35. "Career Ed" is a remedial program. 35. TRUE/(FALSE)
36. The Video Tape equipment significantly distracted from the sessions. 36. TRUE/(FALSE)

TEST INSTRUMENT
for
MOTION PICTURE FILM

NAME_____ DATE_____

SCHOOL_____ DISTRICT NO. _____

Place the letter corresponding to your answer in the space provided in the answer column.

				ANSWERS
1.	AGE	a. under 21 b. 21 - 30 c. 31 - 40	d. 41 - 50 e. 51 - 60 f. over 60	1._____
2.	SEX	a. male	b. female	2._____
3.	TITLE	a. teacher b. teacher-aide c. curriculum specialist d. state staff e. administrator	f. counselor g. student h. parent i. project director j. business or industry representative	3._____
4.	STUDENTS REPRESENTED	a. 0 - 1 b. 2 - 35 c. 36 0 100	d. 101 - 500 e. 501 - 1,000 f. over 1,000	4._____
5.	SCHOOL GRADE COMPLETED	a. under 12 b. 12 - 15 c. 16	d. 17 - 18 e. 19 f. over 19	5._____
6.	YEARS OF EXPERIENCE IN EDUCATION	a. none b. 0 - 5 c. 6 - 10	d. 11 - 15 e. 16 - 20 f. over 20	6._____
7.	DO YOU NOW USE CAREER EDUCATION IN YOUR CLASSROOM?	a. yes	b. no	7._____
8.	YEARS OF EXPERIENCE IN CAREER EDUCATION	a. none b. 0 - 1 c. 1 - 2	d. 2 - 3 e. 3 - 5 f. over 5	8._____
9.	LEVEL OF YOUR UTILIZATION OF CAREER EDUCATION METHODS IN THE CLASSROOM	a. none b. very little c. average	d. complete career education utilization	9._____

* * * *

FILM EVALUATION

Based on your perceptions, please rate the various aspects of the film, using the following scale:

1. EXCELLENT
2. GOOD: COULD HAVE BEEN SUPPLEMENTED
3. ACCEPTABLE/AVERAGE
4. BELOW AVERAGE, NOT PERTINENT
5. POOR, NOT ACCEPTABLE
6. DETRACTED FROM LEARNING

	ANSWERS		ANSWERS
A. THE OPENING	A._____	G. APPLICATION TO ELEMENTARY CLASSROOM	G._____
B. THE TITLE	B._____	H. FILM LENGTH	H._____
C. CAREER EDUCATION INTRODUCTION	C._____	I. SOUND/NARRATION	I._____
D. BANK SEQUENCES	D._____	J. BACKGROUND MUSIC	J._____
E. CLASSROOM SEQUENCES	E._____	K. LACK OF SEX BIAS	K._____
F. USE OF STILL PICTURES	F._____	L. LACK OF ETHNIC BIAS	L._____

GENERAL INFORMATION

Based on your present perceptions, please answer the following questions TRUE or FALSE.

(Circle Response)

1. The objective of the film was apparent to me. 1. TRUE/FALSE
2. This film is a valuable inservice training tool. 2. TRUE/FALSE
3. This film is directed only at the secondary level. 3. TRUE/FALSE
4. This film was a waste of time and money. 4. TRUE/FALSE

KNOWLEDGE OF CAREER EDUCATION

5. One concept presented is that "Career Ed" is teacher oriented rather than curriculum packaging. 5. TRUE/FALSE
6. Career Ed and Vocational Education are conceptually identical. 6. TRUE/FALSE
7. "Career Ed" as presented is work ethic oriented rather than person oriented. 7. TRUE/FALSE
8. "Career Ed" as presented is career oriented rather than job oriented. 8. TRUE/FALSE
9. "Career Ed" is directed toward the non-college bound student. 9. TRUE/FALSE
10. "Career Ed" is only implemented at the elementary school level. 10. TRUE/FALSE
11. "Career Ed" is a remedial program. 11. TRUE/FALSE
12. "Career Ed" is difficult to incorporate into the curriculum. 12. TRUE/FALSE
13. "Career Ed" develops unrealistic expectations in students. 13. TRUE/FALSE
14. "Career Ed" should include field trips and classroom visits. 14. TRUE/FALSE

ROLE PERCEPTION

NOW YOU HAVE SEEN THE FILM. Please make a judgement as to what you think your role as a teacher should be. Put an "X" in one space between each pair of descriptors, as you now perceive your role.

15. autocratic __:__:__:__:__:__:__ democratic
16. inflexible __:__:__:__:__:__:__ adaptable
17. generalist __:__:__:__:__:__:__ specialist
18. low esteem __:__:__:__:__:__:__ high esteem
19. optimistic __:__:__:__:__:__:__ pessimistic
20. active __:__:__:__:__:__:__ passive
21. inefficient __:__:__:__:__:__:__ efficient
22. vocational __:__:__:__:__:__:__ technical
23. dull __:__:__:__:__:__:__ stimulating
24. organized __:__:__:__:__:__:__ disorganized
25. technical competence __:__:__:__:__:__:__ teaching competence
26. unpredictable __:__:__:__:__:__:__ predictable
27. teaching __:__:__:__:__:__:__ learning
28. innovative __:__:__:__:__:__:__ traditional
29. content oriented __:__:__:__:__:__:__ person oriented
30. dependent __:__:__:__:__:__:__ independent
31. dominant __:__:__:__:__:__:__ submissive
32. evaluate objectives __:__:__:__:__:__:__ evaluate content
33. process __:__:__:__:__:__:__ materials
34. people __:__:__:__:__:__:__ things

* * * *

PRE-TEST

Please remember that you are evaluating a motion picture film. YOU ARE NOT BEING TESTED! Answer the pre-test and post-test questions honestly, for the results of your efforts will aid the film producers in planning future activities.

* *

GENERAL INFORMATION

Based on your present attitudes, please answer the following questions TRUE or FALSE.

(Circle Response)

10. Motion picture films should be used for teacher inservice training. 10. TRUE/FALSE

11. Motion picture films are more appropriate for teaching children than for teaching teachers. 11. TRUE/FALSE

KNOWLEDGE OF CAREER EDUCATION

12. "Career Ed" is teacher oriented rather than curriculum packaging. 12. TRUE/FALSE

13. Career Ed and Vocational Education are conceptually identical. 13. TRUE/FALSE

14. "Career Ed" as presented is work ethic oriented rather than person oriented. 14. TRUE/FALSE

15. "Career Ed" as presented is career oriented rather than job oriented. 15. TRUE/FALSE

16. "Career Ed" is directed toward the non-college bound student. 16. TRUE/FALSE

17. "Career Ed" is only implemented at the elementary school level. 17. TRUE/FALSE

18. "Career Ed" is a remedial program. 18. TRUE/FALSE

19. "Career Ed" is difficult to incorporate into the curriculum. 19. TRUE/FALSE

20. "Career Ed" develops unrealistic expectations in students. 20. TRUE/FALSE

21. "Career Ed" should include field trips and classroom visits. 21. TRUE/FALSE

* *

HOW DO YOU PERCEIVE YOUR ROLE AS A CLASSROOM TEACHER?

Please make a judgement as to what you think your role as a teacher should be. Put one "X" between each pair of descriptors, as you perceive your role.

22. autocratic __:__:__:__:__:__:__ democratic
23. inflexible __:__:__:__:__:__:__ adaptable
24. generalist __:__:__:__:__:__:__ specialist
25. low esteem __:__:__:__:__:__:__ high esteem
26. optimistic __:__:__:__:__:__:__ pessimistic
27. active __:__:__:__:__:__:__ passive
28. inefficient __:__:__:__:__:__:__ efficient
29. vocational __:__:__:__:__:__:__ technical
30. dull __:__:__:__:__:__:__ stimulating
31. organized __:__:__:__:__:__:__ disorganized
32. technical competence __:__:__:__:__:__:__ teaching competence

32. technical competence __:__:__:__:__:__:__ teaching competence
33. unpredictable __:__:__:__:__:__:__ predictable
34. teaching __:__:__:__:__:__:__ learning
35. innovative __:__:__:__:__:__:__ traditional
36. content oriented __:__:__:__:__:__:__ person oriented
37. dependent __:__:__:__:__:__:__ independent
38. dominant __:__:__:__:__:__:__ submissive
39. evaluate objectives __:__:__:__:__:__:__ evaluate content
40. process __:__:__:__:__:__:__ materials
41. people __:__:__:__:__:__:__ things

DO NOT OPEN TEST UNTIL TOLD TO DO SO!

APPENDIX C

CORRESPONDENCE
(Samples)

3rd Party Evaluation

(Posen)

2/28/74

Success Research Consultants, Inc.

A Progress Report of Evaluation of:

The Development of a Career Education Model for Grades 7-10 - Chicago State University

Submitted by Ruth O. Crooks, Staff Consultant

On February 4, 1974, a first visit was made to the Posen, Illinois, school district to observe the progress of "development of a Career Education Model for Grades 7-10," a joint project involving the Posen, Illinois, school district, and Chicago State University.

Mr. Frederic Clark and I were directed to a large, portable building on the elementary school grounds where Miss Stephanie Evans, Director of the project, maintains her office, and houses the materials she is compiling. She explained that the former director, Mr. Anthony La Duca, had resigned and that she had been hired as of October 22, 1973, a starting date for the project several months later than originally proposed.

As stated in the proposal submitted by Success Research Consultants, the project is directed toward:

1 - A literature search to identify pre-developed career education materials.

Observation: A start has been made in this direction. Explanatory materials from publishers and cooperating industries offering free materials has been procured and also categorized, as defined.

2. Miss Evans spoke of the Task Force which meets to assist, in an advisory way, the program. The appointments of members seem to reflect her philosophy: that this group should include, along with the usual businessmen and industrial personnel, several older, experienced classroom teachers of grades 7-9, because of their probable understanding of this age child, and three students from these grades.

3. Miss Evan's approach to initiating the program would start with, in her best judgement, a valid test to determine a student's career potential and interests. Also, the experienced teacher-members of the Task Force would assist classroom teachers with individual assessments.

Miss Evans thought that it would not be wise to change the entire curriculum for implementation of the career program but rather to use the present curriculum and infiltrate career ideology and materials throughout grades 7-10 by means of what she calls "recipes", prepared to some extent by her and her office personnel, and submitted to each involved teacher for individualized implementation.

A matrix designed to show career cluster showed a slight variant from Dr. Bailey's concept of grouping, but not in opposition to it.

The project, as per Figure 2, "Problem, Scope and Sequence Diagram," has probably progressed about midway with some in the upper sequence, not entirely completed.

Miss Evans has asked for assistance in her view of commercial products. She feels that her evaluations may be too narrow. Mr. Clark remarked that he had materials available that he would give her for that purpose.

SUCCESS
RESEARCH
CONSULTANTS INC.
17055 OAK PARK AVENUE TINLEY PARK, ILLINOIS 60477 PHONE 532-7272

September 3, 1974

Mr. James E. Little, Director
Career Education Project
East St. Louis District #189
240 North 6th Street
East St. Louis, Illinois 62201

Dear Mr. Little:

As part of our Third-Party Evaluation, we interviewed various school staff members, including teachers, counselors, and principals. This letter reports a portion of the results.

Our team of evaluators, having reviewed the interview data and other information, concluded that your project has, in fact, instituted "curricular reform" in the target schools. All the staff members interviewed exhibited a high degree of performance and motivation. We have attached a copy of one of the evaluator's summaries.

During our study, we were able to isolate some CE concepts which were universally accepted by your staff. At the same time, we also isolated some concepts which were rejected by your staff. See attached list.

In order to make a good program better, we make the following recommendations:

1. Document the procedures you used to cause the changes. You will want to report these details in your final report, so they can be shared with other school systems.

(East St. Louis)

In addition to being asked for their responses to forty specific questions, interviewees were requested to give opinions on their experiences with or hopes for career education. One-hundred-thirty-five responses of the thirty-five persons interviewed were recorded; they reveal more points of concensus than of disagreement.

A broad area of concensus, mentioned in some 27 responses, was an enthusiastic acceptance of CE. Several teachers observed student enthusiasm, while both teachers and administrators noted teacher enthusiasm. It was felt that CE might stimulate both teacher and student creativity. One teacher called CE a "great boon" to the Junior High School while another felt it gave teachers a "defensible" position vis-a-vis parents. Frequently mentioned by teachers and administrators was the feeling that CE introduced a needed element of relevance into the curriculum.

Other areas of agreement concerned workshops for CE teachers and "career week" programs for students. 16 responses noted the value of workshops and seminars for teachers, although several responses indicated dissatisfaction with workshops held on Saturday. Ten responses expressed approval of the idea of a "Career Week" or a "Business and Industry Day." One teacher pointed out that such events would only be effective as part of a total CE program.

Ten responses mentioned the potential usefullness of specialists in CE, the use of resource personnel and interested lay people, and the value of previous experience in the area.

Another point of agreement concerned the importance of administrative leadership. 26 responses fell into this category, particular points being the need for prior overall planning, administrative assistance in planning field trips, administrative help in creating flexible schedules, and general leadership in implementing CE. Most of those who mentioned the importance of administrative leadership felt that the East St. Louis administration had provided good leadership in this area; only a few perceived the administration as negative.

Fourteen responses, including that of a principal, stressed the need for more visual and printed CE material, including "student response" material.

Other responses dealt with the value of contacts with other school systems involved in CE, the feeling that CE should be child-centered, and the belief that in an unstructured way CE has always been a part of the curriculum, only now becoming a specifically recognized area. Only two responses addressed the question of how CE should be implemented: a principal felt CE should be a part of every course, while a teacher suggested it be a seperate unit.

There seemed to be little basic difference between the responses of teachers and those of administrators. Administrators had a very positive evaluation of CE, seeing it as teaching relevant skills and improving the student's self-image. Like teachers they felt that workshops and career education events were useful; they also saw a need for more CE-oriented materials. Administrators tended to place more emphasis on prior planning and leadership by the administration, although the need for staff involvement was mentioned.

In summary, the opinions expressed by administration and staff indicate a positive attitude toward CE; a belief in the importance of guidance by administrators, resource people, and specialists; belief in the value of staff workshops and career week programs; and a perceived need for more materials directed towards career education.

MAJOR FACTORS
(IDENTIFIED BY STAFF)

POSITIVE RESPONSES

100% Responses (All interviewees agreed)

Affect

1. Career education helps students develop positive attitudes toward work.

2. Experiences in career education allow students to evaluate their interests and abilities.

3. Career education should include decision-making skills.

Relevance

4. Career education enhances the relevance of academic education for students.

5. The educational program should provide students with experiences which show the relationship between subject matter taught and its use in the world-of-work.

6. Information concerning emerging occupations should be included in the education curriculum.

7. Educating a student for change should be included in a career education program.

8. A career education center could help in counseling students to be more knowledgeable about the world-of-work, careers and their options.

Other

9. There is a need for the commitment of the school administration for a successful program. (They indicate that their system had this commitment.)

10. Representatives from business and industry are serving as excellent resource personnel for the career education program.

11. Career development is a continuous process throughout the lifetime of an individual.

95% to 99% Responses

1. Career education should serve all students in a school system.

2. There is a need to co-ordinate resources and services within the area to be used in career education programs.

3. There is a need within the area for a complete, accurate, up-to-date career education resource center that would serve all grade levels of students, teachers, counselors, parents, and business and industry.

Negative Responses (Most interviewees disagreed)

1. Career education should be only for those students who are not able to succeed in an academic program.

2. Elementary school is too early for a student to start thinking about career possibilities.

3. New facilities are needed in most schools to launch a career education program.

4. Schools are currently preparing students to make career preferences or choices.

5. The main source of career information should be the teacher.

6. Career education is just another fad that will soon be forgotten.

7. The school guidance department should be responsible for the career education program.

8. Career education will be of greater long-term value to boys than to girls.

INTERVIEW FORM FOR

CI ANALYSIS OF CE.

1. TYPE OF PERSON INTERVIEWED: Administrator _____ Curriculum Spc. _____
   Id. Principal _____ Counselor _____
   Teacher _____ Other _____

2. Give following statement:

   four are aware that East St. Louis has a grant to start a Career Education project, and that this will give students information about the "World of Work". (Wait for response.....let interviewee talk....take notes)

3. Then give, as your opinion, the following:

   " you know, we have found that the kids and teachers are really turned-on: it is great to see this!"

4. Without interruption (if possible) proceed to ask:

   "Could you give me an example of something which was done that made it easy to use Career Education?"

   (List. in order given all good things reported.....encourage more positive responses.....discourage "personalities" reporting)

Read each of the following statements carefully and decide how you feel about it. The "undecided" answer should be circled only when you have no opinion. Please rate your feelings on the following scale:

1. SA - Strongly Agree
2. A - Agree
3. U - Undecided
4. D - Disagree
5. SD - Strongly Disagree

SA	A	U	D	SD	
1	2	3	4	5	Career education should be integrated into the regular curriculum.
1	2	3	4	5	Career education should be only for those students who are not able to succeed in an academic program.
1	2	3	4	5	Every student should possess at least one skill in an occupation upon leaving high school.
1	2	3	4	5	The school has the responsibility to help students make realistic occupational choices.
1	2	3	4	5	The community is an excellent resource to use in a career education program.
1	2	3	4	5	Elementary school is too early for a student to start thinking about career possibilities.
1	2	3	4	5	Teaching plans should be organized around people.
1	2	3	4	5	New facilities are needed in most schools to launch a career education program.
1	2	3	4	5	Schools should seek the advice of local citizens in planning and evaluating career education programs.
1	2	3	4	5	There is a need for the commitment of the school administration for a successful career education program.
1	2	3	4	5	Consideration should be given to the views of students in planning and evaluating career education programs.
1	2	3	4	5	It is important to involve parents in planning career education programs.
1	2	3	4	5	The choice of an occupation or profession is one of the most important decisions a person makes in his lifetime.
1	2	3	4	5	Schools are currently preparing students to make career preferences or choices.
1	2	3	4	5	The main source of career information should be the teacher.
1	2	3	4	5	Career education should be concerned with developing a positive self-image for each student.
1	2	3	4	5	Career education and vocational education are one and the same.
1	2	3	4	5	There would be fewer dropouts if courses were related to jobs.
1	2	3	4	5	Career education is just another fad that will soon be forgotten.
1	2	3	4	5	The school guidance department should be responsible for the career education program.

1. SA - strongly agree 2. A - agree 3. U - undecided
4. D - disagree 5. SD - strongly disagree

SA	A	U	D	SD	
1	2	3	4	5	Representatives from business and industry can serve as excellent resource personnel for the career education program.
1	2	3	4	5	Career education should help students develop positive attitudes toward work.
1	2	3	4	5	Prospective teachers completing teacher education programs should be prepared to teach career education.
1	2	3	4	5	Career education should enhance the relevance of academic education for the students.
1	2	3	4	5	The educational program should provide students with experiences which show the relationship between subject matter taught in school and its use in the world of work.
1	2	3	4	5	Career development is a continuous process throughout the lifetime of an individual.
1	2	3	4	5	Experiences in career education should allow students to evaluate their interests and abilities.
1	2	3	4	5	Career education should serve all students in a school system.
1	2	3	4	5	Career education will be of greater long term value to boys than to girls.
1	2	3	4	5	Special emphasis in career education should be focused on helping the student to succeed.
1	2	3	4	5	Career education should include decision-making skills.
1	2	3	4	5	Information about emerging occupations should be included in the education curriculum.
1	2	3	4	5	Educating a student for change should be included in a career education program.
1	2	3	4	5	A job determines the people with whom you associate.
1	2	3	4	5	Career education is a way of life -- work plus leisure.
1	2	3	4	5	A career education center could help in counseling students to be more knowledgeable about the world of work, careers and their options.
1	2	3	4	5	A good career education program would allow counselors to spend more time on personal counseling of students.
1	2	3	4	5	There is a need to co-ordinate resources and services within the area to be used in career education programs.
1	2	3	4	5	It is important for the students in a rural area to know what jobs are available to them in the surrounding areas.
1	2	3	4	5	There is a need within the area for a complete, accurate, up-to-date career education resource center that would serve all grade levels of students, teachers, counselors, parents, and business and industry.

To completed by SUPERINTENDENTS and PRINCIPALS only.

The State of Illinois outlines the following structure for a career education program:

Elementary Schools (K-6) -- career awareness
Junior High Schools (7-8 or 9) -- career exploration
High Schools (9 or 10-12) -- career orientation and preparation

Using the following 5 point scale, please rate your individual school or schools according to their involvement with a career education program.

1: following state model and doing good job.
2: following state model but needs improvement.
3: has an organized career education program other than state model.
4: has career education program but needs improvement.
5: has no career education program.

_____ elementary schools (K-6)
_____ junior high schools (7-8 or 9)
_____ high school (9 or 10-12)

To be completed by TEACHERS only.

Listed below are various methods of presenting career information. Please use the following number scale that corresponds with your answer for each response.

1: have used and was beneficial.
2: have used and was not beneficial.
3: would like to use if available to me.
4: have not used and would not like to use.
5: does not apply to my grade level.

_____ resource people from business and industry.
_____ parents as resource people telling about own occupation or hobby.
_____ field trips to places where goods are made.
_____ field trips to places where products are sold.
_____ field trips to places where services are provided.
_____ field trips to cultural, historical, science centers or places where things are grown.
_____ occupational role playing.
_____ slides, tapes, records.
_____ closed circuit TV career programs.
_____ interview people on the job.
_____ career information centers in individual schools.
_____ career kits.
_____ consultants to help integrate career education into the school curriculum.
_____ computerized career information.
_____ career night, day or week.
_____ resource people from within the school telling about own occupation or hobby.
_____ other -- please specify _____

To be completed by JUNIOR HIGH and SENIOR HIGH TEACHERS only.

Please check your primary subject area;

_____ academic subject (math, science, social sciences, English)
_____ vocational education subject (business, home ec, industrial arts)
_____ fine arts (music, art, drama)
_____ all other (physical education, driver education, etc.)

To be completed by COUNSELORS only.

Please use the number that corresponds with your answer.

1. Y - yes 2. N - no

Y	N	
1	2	When organizing my guidance and counseling responsibilities at the present time I:
1	2	have as much time as I would like for vocational guidance.
1	2	spend too much time on vocational guidance.
1	2	have as much time as I would like for personal counseling.
1	2	spend too much tire on personal counseling.
1	2	spend too much tire on scheduling, grade reporting, etc.
1	2	am happy with my time allotment.
		In my school I presently:
1	2	have an up-to-date career information center for students and teachers to use.
1	2	am not interested in career education.
1	2	have a career information center but it is not as up-to-date as I would like.
1	2	would welcome an area career education resource laboratory that would have complete, accurate, and up-to-date career information and materials.

October 30, 1974

Mrs. Carol Sanders
Career Education Resource Laboratory
Buzzard Educational Center
Eastern Illinois University
Charleston, Illinois

Dear Carol:

We are now in the final months of the "third-party evaluation." It has been a pleasure to work with you and your fine staff. In my opinion, CERL was one of the best projects in Illinois.

The press conference was a great success. The CVIS program performed well and the local press representatives were properly impressed.

In these final months, SRC shall conclude our activities by undertaking the following tasks:

1. Perform a follow-up survey of June CE Workshop to evaluate impact. The project will provide SRC with an attendance list.

2. Review the "Units" prepared at the Workshop. Identify and select materials which can be utilized in the newsletter.

3. Review and evaluate the newsletter layout, content, scope and relivence to local needs. SRC will recommend accordingly.

4. Submit promotional material to "Career Education News" for possible publication to obtain national dissemination.

It is our hope that these tasks will be of service to the CERL project.

As part of our formative evaluation, we recommend CERL consider the following items:

1. Formalize a "contents guide" for the newsletter, so that other rural communities can replicate it.

2. Document the method used to obtain the "local resources" for CVIS.

3. Prepare a "project summary" document for national dissemination.

We will return the "Units" as soon as the review is completed.

If you have any questions or comments, or if I may be of additional help, please call me at (312) 532-7272.

Very truly yours,

SUCCESS RESEARCH CONSULTANTS

Fredric A. Clark
Third-Party Evaluator

SUCCESS
RESEARCH
CONSULTANTS INC.
17055 OAK PARK AVENUE TINLEY PARK, ILLINOIS 60477 PHONE 532-7272

November 14, 1974

Ms. Carol Sanders
Project Director
CERL-EIU
Charleston, Illinois 61950

Dear Carol:

This is an analysis of the outcomes of activities conducted during the week-long CERL workshop for teachers. It is based on individual career education projects produced by workshop participants for implementation in their own K-12 school districts. A total of 41 programs were reviewed.

This analysis is divided into four sections to answer the following questions: 1) did the projects meet the requirements of a formal Career Education program? 2) What types of activities were generated as a result of the program? 3) Can the projects be replicated? 4) Did the workshop help participants?

1. Did the projects meet the requirements of a formal Career Education program?

One of the accepted definitions of Career Education is: "The teaching of career awareness, orientation to a career path, and occupational skill training as an integral part of academic education." Under this definition only one of 41 projects failed to meet the requirements. One project, "The Counselor's Role in Career Education", discussed the school guidance counselor's role in talking to students and teachers about Career Education, while not, therefore, strictly classroom Career Education, it was valuable for awareness. The sole project with no relevance to Career Education infusion was "Junior High Math", which discussed the subject matter with almost no reference to math as a career or the use of math in various careers.

Thirteen programs of the 41 can be classified as "too general" in terms of the activities proposed as related to the study of one or more fields of work or specific jobs. Example: "Studies in Education" made no mention of specific jobs but simply listed such general activities as "interview parents" or use general resources such as "books" or "filmstrips."

Eight programs contained sections labeled "objectives" which were devoted primarily to generalized phraseology, i.e., "tell students about jobs in the community", or "encourage positive attitudes toward all occupations."

Ten programs pinpointed specific career areas and/or careers. Examples of career: "The Legal Secretary." Example of an area: the study of insects and insect-related careers such as professional exterminator, bee-keeper, etc.

2. What types of activities were generated as a result of the program?

Of the 41 programs, only 10 listed activities that confined students solely to the classroom. A total of 31 suggested--or mentioned the option of field-trips, or at least talking to people outside the school building. Field trips were in evidence at the lower grade levels, as well as at the secondary and junior high levels.

While 18 out of 41 suggested scheduling speakers as guests in the classroom, several failed to be specific. These mentioned only that "professional people" or "experts on the subject" would come to class to talk, to be interviewed, without mentioning exact occupations i.e., carpenter, lawyer, fireman, etc. Nor did they mention the method of recruiting speakers. Role playing was proposed by 16 of the 41 programs. This basically involved a student assuming the role of a person with a specific job, usually in front of an entire class or before small groups of other students. Preparation for role playing was not gererally specified.

Ten projects entailed student activities that are of the "do-it-yourself on a large scale" category. Examples include producing a sample newspaper, setting up a "pretend restaurant" in the classroom, building a greenhouse for the study of botany. The use of games, specifically "what's my line" or "20 questions" to help students identify certain occupations was mentioned in four programs. Two simply noted the game was to be used, two others showed how the game could fit into the program of teaching.

3. Can the projects be replicated in other schools?

Only the project involved with "agriculture in our community" was dependent upon location of the school since it clearly needed the availability of nearby farm facilities to accomplish the extensive farm field trips in the unit.

The projects were for the most part idea oriented, involving relatively little in the way of media aids or field trips that could not be duplicated elsewhere.

4. Did the workshop help the participants?

All but three or four of the participants could be said to be helped extensively, and all were helped in some degree. The concepts of Career Education are generally well defined in the "rationale" section or introduction to the programs. In addition, evidence appears that extensive knowledge of "hardware"--equipment and materials, and "software"--books, magazines, pamphlets, etc., was gained by the participants who put together rather detailed resource and reference sections.

Weakest of the program sections were the "evaluations" which were not geared to specificity on how well students could do -- or why -- on a given subject. Typically, workshop participants prefaced their evaluation sections with statements regarding the subjective nature of evaluation. It would seem, therefore, worthwhile spending more time with participants on methods of projecting out-

comes of knowledge and skills to be derived from lessons and units and used as evaluation of teaching methodology. Accountability for learning seems not to have been stressed sufficiently.

On the assumption that the program to be developed by each workshop participant as a culminating activity would be "new" so as to demonstrate the principles learned during the workshop sessions, five participants failed to meet this obligation by turning in on-going, or already proposed, programs. These programs were the same five already categorized in section 1 as "too general."

From the ideas generated by the units, several are outstanding as potential case studies for a career oriented newsletter designed to give other teachers ideas for classroom use. The "insects and CE", "farming", "newspaper opportunities" and "Psychology for the mentally and physically handicapped" are outstanding in this regard. They are specific and offer exemplary projects and ideas from which to build cases.

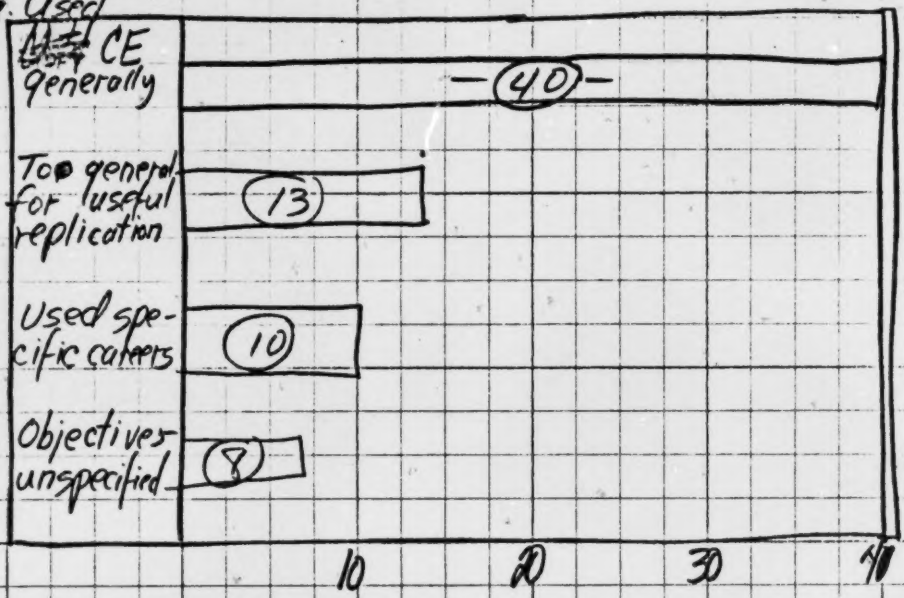
If we can provide you with additional information as to our findings or be of service, please call me at 312-532-7272.

Very truly yours,

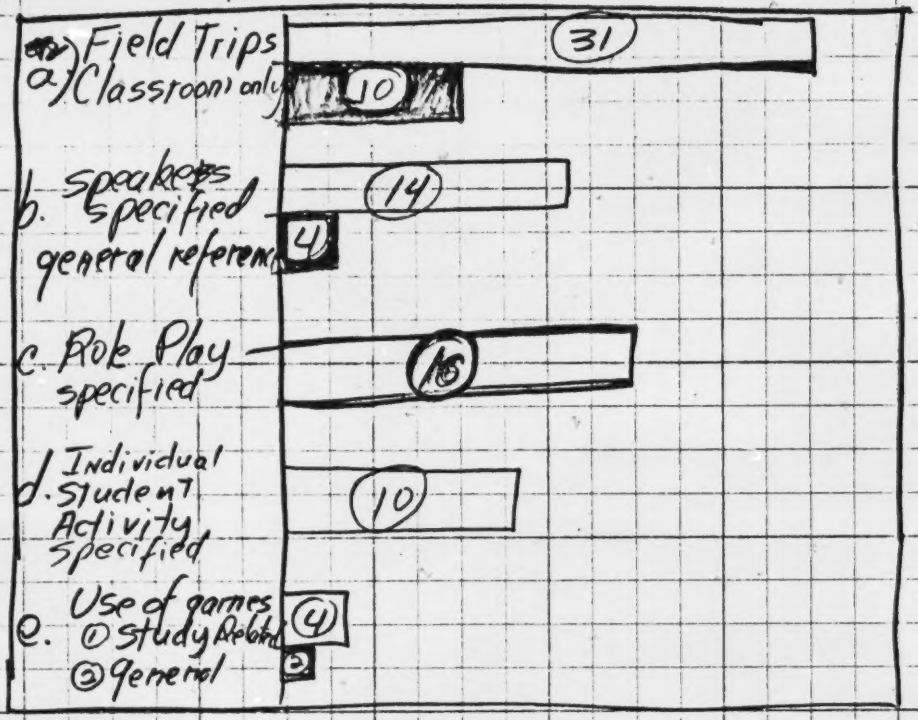
SUCCESS RESEARCH CONSULTANTS, INC.

Fredric A. Clark
Director
Educational Services

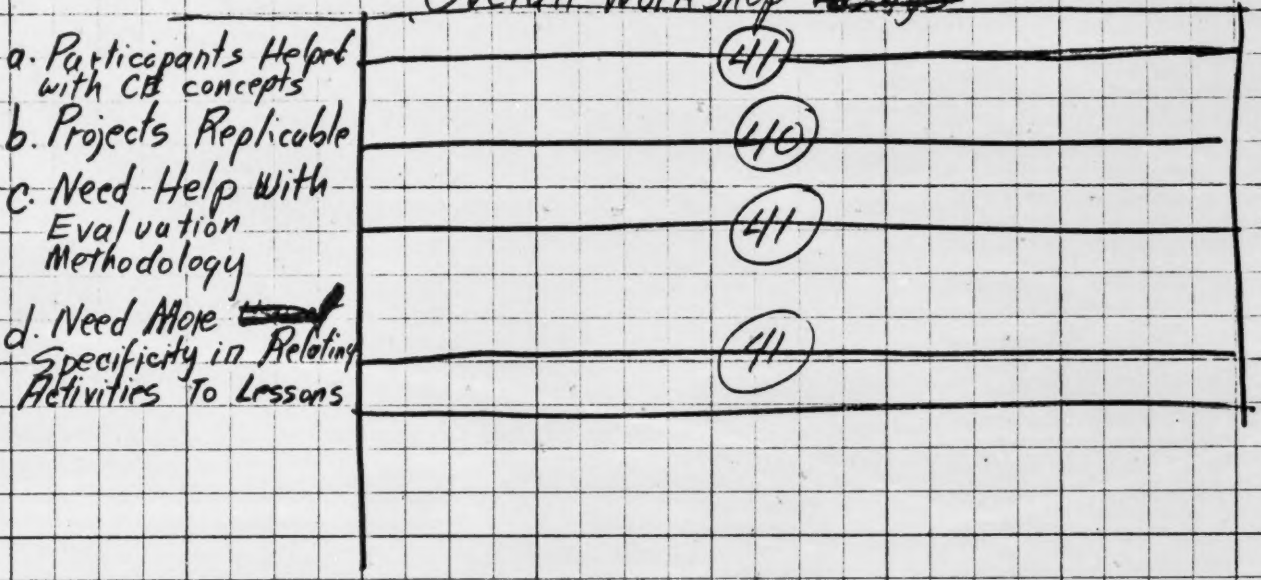
1. Programs Utilizing Career Education Concepts



2. Types of Activities



3 Overall Workshop ~~Results~~



CAREER EDUCATION RESOURCE LABORATORY

Buzzard Education Building Eastern Illinois University

Charleston, Illinois 61920

(217) 581-5524

November 18, 1974

Mr. Fred Clark
Success Research Consultants, Inc.
17055 Oak Park Avenue
Tinley Park, Illinois 60477

Dear Fred,

Your return of our "Units" reminded me to fulfill our end of the bargain. I appreciate your speedy return as we've had requests from teachers for them in addition to our own use.

Everything seems to be going well. We're in the process of training students to use CVIS, are collecting additional information to expand the Yellow Pages of Community Resources, are busy giving "mini-workshops" and presentations, and work constantly on ideas for To Be or Not To Be.

I'm anxious to hear what kind of feedback you got from those people you contacted regarding our newsletter. I hope you received our second issue without problem.

I'm enclosing:

1. a list of the summer workshop participants, names, addresses and positions;
2. method used to gather "local resources" for CVIS script;
3. a "contents guide" for the newsletter;
4. summary of phase I;
5. survey overview.

I'm not sure about the type or length of paper you had in mind when you mentioned "a document for national dissemination" in item #3 of your letter. We do have items #4 and #5 of above from Phase I, however, that doesn't include anything about our present services to the 29 school districts we are serving. We do have this information included in our first newsletter, perhaps we could write a summary including this same information.

It's my understanding that the national dissemination would come about as a result of an article in Career Education News. I haven't heard anything further from Elaine Katz regarding a possible article. I'd appreciate knowing if you have heard anything.

If you have any questions, please do not hesitate to call.

Sincerely,

Carol

Carol Sanders
Project Director
CERL

1
enclosures

APPENDIX D

GUIDELINES, ETC.
(Samples)

TO BE OR NOT TO BE
(content guidelines)

To Be or Not To Be is published for the purpose of keeping educators informed of new ideas in career education as well as supplying them with an inexpensive means of implementing career education programs in their schools.

Since CERL is designed to serve 29 school districts in east central Illinois, the newsletter deals mainly with career education in area programs. In this way, area educators are able to exchange ideas with greater ease.

The basic format of the newsletter is as follows:

Front Page -- general information
area projects
special CEPL activities
state projects

Page 2 -- introduction to the career education concept of the month
K-3 and 4-6 activities
"Do You Have . . . ?" column
listing of project staff

Page 3 -- credit line for resources from which activities were taken
7-9 and 10-12 activities
"Free and Inexpensive Materials" column
In Next Month's Issue
bulletin board ideas

Page 4 -- announcements
services of CERL
general catch-all page

Inserts -- activities sheets

Each month we highlight one of 8 career elements from the National Standard Career Education Model. A brief explanation of this element is given to establish the overall "theme" of the activities.

Four levels of activities have been established: K-3, 4-6, 7-9, 10-12. These levels follow the four basic stages of career development: awareness, orientation, exploration, preparation. Using these levels, we develop activities to relate to both the element and the state involved.

Many of our activities can be adapted for other grade levels. With this flexibility we are able to reach the slow learner as well as the speedy learner.

Activity sheets are prepared as inserts to the newsletter. These have been developed in such a manner that it is possible for a teacher to duplicate the sheets for her entire class. Again, it is possible to use these activity sheets at different levels.

"Do You Have . . . ?" is a column which we have developed to inform educators of materials which we at CERL feel are exceptionally prepared. All the materials mentioned are in the lab and have been previewed. The publisher and cost are given for each piece of material mentioned.

The "Free and Inexpensive Materials" column is just that. Once again it is material we have at CERL. Most of the materials are pamphlets from government agencies and professional organizations. Books and games costing under $5 are also listed. Once again addresses are given to aid educators in obtaining materials.

Our bulletin board ideas are ones we have developed or picked up from area educators. We're always searching for new and creative ideas.

We do try to put in cartoons and pictures relevant to the articles and career education. After all, we're still all little kids and the pictures are attention getters.

The remainder of the newletter contains interviews and informative articles. Announcements of CERL's services and special events are made each month. We try to leave space to inform educators of what to look for in the next newsletter.

We are continually revising our newsletter. Therefore, the format may change as we add new things and do away with some old. To Be or Not To Be constantly strive to help educators become more fully aware of what's going on in career education.

Sue Long
Project Assistant
Career Education Resource Laboratory